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ABSTRACT

The appendix consists of materials related to the workshop to increase and improve university teacher training in adult basic education. Appendix A comprises planning committee information (13 pages). Appendix B contains a list of workshop participants, a professional resource list, and the workshop schedule (46 pages). Letters and forms used for recruitment, evaluation, and resource collection for the workshop are grouped in Appendix C. Appendix D (79 pages) contains detailed reports of discussions of workshop activities held by five work groups. Further lengthy group reports and a short report of the black caucus comprise Appendix E. (43 pages). (BP)

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FINAL REPORT

Volume II

A WORKSHOP TO INCREASE AND IMPROVE UNIVERSITY TEACHER TRAINING IN ADULT BASIC EDUCATION

Contract No. OEG-0-8-023039-4001 (039)

APPENDIX

Submitted to:

Adult Education Branch

U. S. Office of Education

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Department of Education

The University of Chicago

June, 1970

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FINAL REPORT

Volume II

A PROGRESS TO RESEARCH AND IMPROVE UNIVERSITY

TEACHER TRAINING IN ADULT BASIC EDUCATION

Contract No. OEC-0-8-080039-4001 (056)

APPENDIX

Submitted to:

Adult Education Branch

U. S. Office of Education

Department of Education

The University of Chicago

June, 1970

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AGENDA ######

ADULT BASIC EDUCATION PLANNING CONFERENCE

October 8-9, 1969

A two-day residential conference on Adult Basic Education, the first of its kind, will take place from Monday, March 24, 1969, through Tuesday, March 25.

The aim is to gain the participation of about 100 faculty who already have, or will have, responsibilities for teacher training in Adult Basic Education, plus about 20 resource persons.

We discovered the process suggested by some studies that such training sessions are a waste of time and money.

It is proposed to present as much available research as is possible to the conference, which will be subjected to critique, analysis and discussion with the aid of the resource persons.

It is anticipated that the substance of the conference can be synthesized into a draft document which will include introductory material, papers specially prepared by resource people, data and analysis and conclusions and guidelines.

Questions posed:

1. What is Adult Basic Education? The field is diffuse and amorphous. There is a growing emphasis of "preparation for jobs" with an increasing entry into this activity by private, non-academic "trainers" -- generally encouraged by suggestions in recent Federal legislation.

2. Should an ABE teacher training program have a specific orientation, or does it require wide adaptation to specialized needs?

3. What are the needs of ABE teachers? What descriptions need to be considered?

4. While most leaders find teachers in need of remediation, there is a dearth of know-how in diagnostics. Most of the materials to date are designed for the teaching of children, but it seems clear that adults do not learn in the same way as children.

   Research in this area is vital. What progress are needed? Does all the available data is questionable.

5. Can ABE programs attract teachers unless there is the assurance that jobs are available with a guaranteed salary? Many, if not most of the teachers engaged in ABE are "moonlighters," nominated by certificating agencies as qualified for ABE.

6. In the context of transient population-concentration, the teachers engaged in ABE are mainly in the above ratings. What sort of re-orientation is necessary?

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3:15 - 4:30 Discussion: Why ABE? Allen Collard, Coordinator, Community Educational Services, Woodlawn Experimental Schools Project

5:30 - 6:30 Dinner

7:00 - 9:00 Field trip to Hyde Park High School
Evening Classes

Thursday, March 13

9:00 - 9:45 Orientation

9:45 - 4:00 Bus tours to Montrose, Hilliard, Jackson, Doolittle, and Westinghouse day programs. Each group will visit two schools.

4:00 - 5:00 Discussion

5:30 - 7:00 Dinner

7:00 - 9:00 ABE Teacher Panel - Violet Malone, Director of Guidance & Counseling, Special Training Cook County Superintendent of Public Instruction; Charles Tuttle, Superintendent of Education, Illinois State Penitentiary; Charles Horbert, Assistant Principal, Jackson Adult Education Center; Robert Murphy, Principal, Hilliard Adult Education Center; Ronald Clayton, Head Teacher, Montrose Urban Adult School

Friday, March 14

8:30 - 9:30 The ABE Teacher in the U.S.

9:30 - 9:45 Break

9:45 -10:45 Reading and ABE: What We Know, What We Need to Know
Wayne Otto, Professor of Education
University of Wisconsin

10:45 -11:30 Adult Reading Interests
Don Brown, Professor of Education,
State University of Buffalo

11:30 -12:00 Interaction

12:00 - 1:30 Lunch

1:30 - 5:00 Demonstrations of Micro-Teaching
Kevin Ryan, Director of MAT Program, University of Chicago
Margaret Kielty, Director of Adult Education, Fitchburg, Mass. Public Schools

6:30 Banquet - Speaker, Arthur Crabtree, Chairman, President's Commission on Adult Education

Saturday, March 15

8:30 - 9:30 Adult Development
Jack Botwinick, Professor, Department of Psychiatry, Washington University

9:30 - 9:45 Break

9:45 -10:45 Cognitive Changes in Adulthood, Rolfe Monge, Assistant Professor in Psychology Syracuse University

10:45 -11:45 Counseling Adults
William Brazziel, Director of General Education, Virginia State College at Norfolk

11:45 -12:00 Discussion

12:00 - 1:30 Lunch

1:30 - 2:30 Testing - Robert Droege, U. S. Employment Service

2:30 - 2:45 Break

2:45 - 4:00 Testing - Bjorn Karlsen, Sonoma State College

4:00 - 5:00 Discussion

5:30 Dinner

7:00 Hull House Theater (Optional)

Sunday, March 16

Open

6:00 Dinner

7:30 Informal report on the Evaluation of ABE Teacher Training Institutes
Timothy Regan, Vice President, Educational Systems Corp.

8:15 - 9:30 Work Groups. Discussion of the Next Steps

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Monday, March 17

8:30 - 9:15 Introduction to Action Programs
Barbara Chandler, Educational Program Specialist, U.S. Office of Education

9:15 - 5:00 Action Programs, TESOL, Learning Labs, Parents' Head Start, etc.
Ray Ast, Director of Adult Education, Montclair State College; Joseph Mangano, Supervisor of Basic Continuing Education, Education Department, New York State; William Stewart, Consultant, Center for Applied Linguistics, Herb Nichols, Forera Corp.; Joseph Cardenas, Southwestern Educational Development Laboratory; R. Calvin Steuart; Richard Cortwright, Director of NAPSAE Adult Education Clearinghouse

6:00 Dinner

7:30 - 9:00 HumRRO Research on the Teaching of Category IV Personnel
Howard McFann, Director of Research HumRRO, Division 3, Presidio of Monterey, California

Tuesday, March 18

8:30 -10:15 Five Work Group Reports Presented and Discussed

10:15 -10:30 Break

10:30 -12:00 Summary of Workshop - William Griffith

12:00 Lunch and Adjournment

THE UNIVERSITY OF CHICAGO
THE DEPARTMENT OF EDUCATION
5835 KIMBARK AVENUE
CHICAGO • ILLINOIS 60637

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January 14, 1969

As a Member of the Planning Committee of the University of Chicago Workshop to Increase and to Improve University Teacher Training in Adult Basic Education, you would be a valuable addition to the resource staff for the entire workshop, March 9-18, 1969. We realize that you are busy and that it may be impossible for you to make yourself available for the entire ten days, but we would like to extend an invitation to you.

As you know, we face financial problems in conducting this Workshop. We will be able to pay your expenses, but we are not in a position at present to offer you an honorarium. At a later date we shall if our budget allows.

The workshop is developing nicely. We have heard from all but seven of the state directors and have had applications from people in four of those seven states, so we should have a wide representation. All of the resource people listed at the Planning Conference have said they will be able to prepare papers except Ivan Davies and Philip Hauser.

Please let us know if you will be with us.

Sincerely yours,

(Mrs.) Ann P. Hayes
Assistant Project Director

APH/df

FRIDAY (3/14)	SATURDAY (3/15)	SUNDAY (3/16)	MONDAY (3/17)	TUESDAY (3/18)
8:30-9:30--Work Groups Meet 9:30-9:45--Break 9:45-10:45--Leading and ABE: What we Need to Know -- Wayne Otte 10:45-11:30--Adult Reading Interests -- Don Brown 11:30-12:00 Intersection	8:30-9:30--Adult Development-Jack Botwinick 9:30-9:45--Break 9:45-10:45--Cognitive Changes in Adulthood -- Rolf Munge 10:45-11:45--Counseling Adults-Mr. Brossiel	FREE	8:30 9:00-9:45--Learning Labs--Ray Ast 9:45-10:15--Panel 10:15-10:30--Break 10:30-11:15-- Head Start for Parents-Joseph Mangano 11:15-11:45 Discussion --Cartwright	8:30-10:15--Five Work Groups Reports Presented & Discussed 10:15-10:30--Break 11:30-12:00--Summary of Workshop--William Griffith
1:30-2:15 Micro-Teaching--Devin Ryan 2:15-2:30 Break 2:30-5:00 Demonstration of ABE Teaching-Margaret Kielty	1:30-2:30 Testing-- Robert Droege 2:30-2:45 Break 2:45-4:00 Testing-- Bjorn Karleen 4:00-5:00 Discussion	Work Group Meetings on Recommendations Optional	1:30-2:15 Programmed Materials--Herb Nichols 2:15-2:45 Discussion 2:45-3:00 Break 3:00-3:45 VESOL-- Joseph Cardenas 3:45-4:15 Discussion Stewart	4:00 Check Out
6:30 Banquet Speaker, Arthur Crabtree	7:00 Hull House Theater (Optional)	7:30 Informal Report on the Evaluation of ABE Teacher Training Institutes--Timothy Regan 8:15-8:30 Work Groups Meet--Discussion of Next Steps	7:30-8:00 Summer Research on the Teaching of Category IV Personnel Howard McFeaa	

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TUESDAY (3/9)	MONDAY (3/10)	TUESDAY (3/11)	WEDNESDAY (3/12)	THURSDAY (3/13)
	9:00-10:30-Greetings-- Ronald Chappell 10:30-10:45--Break 10:45-12:00--Orientation - M. Griffith	9:30-9:30--The Culture of Poverty-Mrs. Dubbs 9:30-10:15--Debutbell: There is no Culture of Poverty-Debora Silm 10:15-10:30--Break 10:30-11:00--Poverty in Cook County - Ms. Behrman 11:00-11:30-ASE -Herbert Lehman-Response to Chicago 11:30-12:00--Discussion	9:30-9:30--Organize for Field Trips 9:30-10:30--Get Acquainted with Invert 10:00-12:00--Discussion	9:00-9:45--Orientation 9:45-4:00--Bus Tours Each group will visit 2 schools
3:00--Registration Opens	1:30-8:10--The Digni-ties of the Problem--William Griffith 2:10-2:45--Discussion 2:45-3:70--Break 3:00-4:10--ASE Teacher Training -Dorrow Bell 4:10-4:15--Discussion 4:45-5:15--Housekeeping Chores	1:30-3:00--Panel on the Economic Return from ASE -Henry Schaefer, Francis Gregory, Ms. Behrman 3:00-3:15--Break 3:15-3:45--Work Group Discussions (Room 1A, 1B, 1C, 2A, & 2B) 4:15-5:00--General meeting (Assembly)	8:00-3:00--Small Group Discussion 3:00-3:15--Break 3:15-4:30-Discussion, Why ASE?	4:00-6:00--Mild-evening (by bus groups) (Rooms 1A, 1B, 1C, 2A & 2B)
7:00-8:00--Social Hour 7:00--Registration Closes	7:30-8:30--Work Groups Meet 8:00-10:00--Films from Instructors Educational Laboratories - Dicks Ogden	7:30-8:30--Teacher Student Relationships-Irwin Zahn	7:00-8:00--Field Trip to Spec Hum High School Evening Classes	7:00-8:00--ASE Teacher Panel - Vivian Delamo Robert Doughty Chas. Bertucci Ronald Carstens

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A Workshop for Directors and for Supervisors of
Secondary Curriculum in Adult Basic Education
Secondary Curriculum in Adult Basic Education

The University of Chicago
March 9 - 12, 1966

PARTICIPANTS

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[illegible], Joseph [illegible]	[illegible] Force Officer Bldg. [illegible], Nebraska 68510	Nebraska Extension Dept. of Agriculture
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Steuart, R. Calvert	Educational Consultant Davis, MacConnell, Ralston, Inc. Suite 309 4600 Duke Street Alexandria, Virginia 22304

Professional Resource List for Adult Basic Education Training Institutes 1965-1968*

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Key:
T- Teacher Training Institute
A- Administrator Training Institute
C- Counselor Training Institute
NUEA - Pre-Institute Workshop

Name	Year	Institution	Type of Institute
Adair, J. B.	1966	North Carolina State University	T
	1967	University of South Carolina	A
	1967	North Carolina State University	T
	1968	North Carolina State University	T
Adams, Charles	1967	University of South Carolina	A
Adams, William	1968	University of Colorado	T
Adler, Jerry	1967	University of California at Los Angeles Extension	T
Aiken, James	1967	Montclair State College	A
Aker, George	1965	Florida State University	T & A
	1967	Florida State University	T
	1967	University of South Carolina	A
	1968	Florida State University	T
Albert, John	1963	Portland State	T
Aldrich, Alice	1967	University of Maine	T
Amanna, Vincent	1968	University of Colorado	T
Anderson, A. N.	1965	Florida State University	T & A
Angelino, Henry	1967	University of Oklahoma	A
Anibal, John	1967	Wayne State University	T
Aparacio, Manuel	1965	Florida State University	T & A
Armstrong, John	1967	Wayne State University	NUEA
Asmuth (Mrs.) Lynn	1967	Wayne State University	T
Ast, Ray	1967	State University of New York at Albany	T
	1967	Montclair State College	A

Name	Year	Institution	Type of Institute
Atencio, Thomas	1968	University of Colorado	T
Atteberry, Roland	1967	University of California Los Angeles Extension	T
Aven, James	1966	University of California Los Angeles Extension	T
Axford, Roger	1968	Florida State University	T
Ayers, H. J.	1965	Florida State University	T & A
Back, Ollie James	1967	North Carolina State University	T
Baddley, Joe	1967	Florida State University	T
Bagwell, J. Frank	1968	Florida State University	T
Bales, Joe	1967	University of Oklahoma	A
Banks, Virginia	1967	University of Wyoming	A
	1968	University of Colorado	T
Bantel, Edward	1967	Wayne State University	T
	1967	Ohio State University	T
Barbee, Helen	1967	University of Maine	T
Barnes, Robert	1966	University of California Los Angeles Extension	T
	1967	University of California Los Angeles Extension	T
Barrett, Charles	1967	North Carolina State University	T
	1968	North Carolina State University	T
Barrientos, Ivan	1965	Michigan State University	T
Barron, William	1968	University of Texas at Austin	T
Bate, Dayrell	1967	Portland State College	T
Bates, Charles	1968	Florida State University	T
Bauernfiend, Naomi	1968	University of Colorado	T
Becker, Eric	1967	University of California Los Angeles Extension	T
Begeny, D.	1968	George Washington University	A

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Name	Year	Institution	Type of Institute
Belium, C. A.	1965	Florida State University	T & A
Berres, Frances	1966	University of California Los Angeles Extension	T
Bessent, Wailand	1968	University of Texas at Austin	T
Bethea, Lou L	1965	Florida State University	T & A
Bibens, Roberts	1968	University of Oklahoma	A
Bierly, R.	1968	George Washington University	A
Bird, Howard	1968	Portland State College	T
Bishop, Jesse	1967	University of Maine	T
Blackman, Charles	1965	Michigan State University	T
Blakely, (Mrs) Caroline	1967	University of Maine	T
Blakey, Millard	1968	Florida State University	T
Blassingame, George	1967	University of Oklahoma	A
	1968	University of Oklahoma	A
	1968	University of Texas at Austin	T
Bliss, Phillip	1965	Florida State University	T & A
Blitch, C. G.	1965	Florida State University	T & A
Bonds, Rosa	1966	Florida State University	T
Boclair, (Mrs.)Ernestine	1968	Florida State University	T
Boone, Edgar J.	1966	North Carolina State University	T
	1967	University of South Carolina	A
	1967	North Carolina State University	T
	1968	North Carolina State University	T
Boozer, James	1967	Portland State College	T
Bordie, John	1968	University of Texas at Austin	T
Borlace, Earl	1968	Ball State Teachers College	C
Boyd, Robert	1968	Florida State University	T

Name	Year	Institution	Type of Institute
Broadwater, Waldon	1956	North Carolina State University	T
	1965	Florida State University	T
	1967	Florida State University	T
Brady, Henry Jr.	1967	Florida State University	T
Brenton, Wyley	1968	George Washington University	A
Brezzell, William	1966	North Carolina State University	T
	1967	State University of New York at Albany	T
	1967	University of South Carolina	A
	1968	State University of New York at Albany	T
Brenner, Warren	1968	Portland State College	T
Brewster, Jean	1967	Portland State College	T
	1968	Portland State College	T
Brice, Edward	1965	Florida State University	T
Briedwell, John	1967	Portland State College	T
Brock, Clay	1967	Florida State University	T
	1968	University of Texas at Austin	T
	1968	University of Oklahoma	A
Brock, Kelly V.	1965	Florida State University	T & A
Brockover, William	1965	Michigan State University	T
Brooks, Deton	1967	Minnesota State Department of Education	T
Brooks, (Mrs.) Harriet	1965	Florida State University	T & A
	1966	Florida State University	T
Brown, Donald	1967	State University of New York at Albany	T
Brown, Edward T.	1966	North Carolina State University	T
Brown, Maurice	1965	North Carolina State University	T
Brown, (Miss) Norton	1965	Florida State University	T & A

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Name	Year	Institution	Type of position
Brown,(Mrs) Bonnie	1966	North Carolina State University	T
	1968	North Carolina State University	T
Brown, Bobbie	1968	University of Oklahoma	A
	1969	University of Texas at Austin	T
Brown, Sandy	1963	University of Maine	T
Browning, R. M.	1966	University of Oklahoma	A
Brugler, Bud	1968	North Carolina State University	T
Bruce, Kenneth	1963	Portland State College	T
	1965	Portland State College	T
Bryant, Ben	1967	Minnesota State Department of Education	T
Bucher, Jerold	1967	University of Iowa	A
Bruger, Virgil	1967	Minnesota State Department of Education	T
Burnam, Arthur	1966	North Carolina State University	T
	1967	University of Wyoming	A
Burt, Derick	1967	University of Maine	T
Butcher, Donald	1967	Wagner State University	T
	1967	Wagner State University	SUPA
Butler, Kenneth	1967	Portland State College	T
Cabrera, Patricia	1966	University of California Los Angeles Extension	T
	1967	University of California Los Angeles Extension	T
Cabrera, Peter	1966	Cal State Dominguez College	C
Calvin, Allen D.	1967	Wagner State University	SUPA
Cammarata, Sue	1965	Florida State University	T & A
Camp, James	1967	North Carolina State University	T
	1968	North Carolina State University	T
Castelupo, Lee	1967	State University of New York at Albany	T
	1958	State University of New York at Albany	T

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Name	Year	Institution	Type of Institute
Hale, Don	1968	University of Oklahoma	A
	1968	University of Texas at Austin	T
Hall, Lucy	1967	North Carolina State University	T
	1968	George Washington University	A
	1968	North Carolina State University	T
Halverson, Brent	1968	Florida State University	T
Hamachek, Donald E.	1965	Michigan State University	T
Hamilton, William	1966	University of California Los Angeles Extension	T
Hammett, Earl	1968	University of Texas at Austin	T
Hanberry, Gerald	1968	Florida State University	T
Hand, Sam	1965	Florida State University	T & A
	1966	Florida State University	T
	1967	University of South Carolina	A
	1967	Florida State University	T
	1968	Florida State University	T
Hanisch, Dorothy	1967	University of Iowa	A
Hankin, Edward	1965	Florida State University	T & A
Hardin, Frank	1967	University of South Carolina	A
Harper, Ed	1967	University of California Los Angeles Extension	T
Harris, Bill	1967	University of South Carolina	A
Harris (Mrs.) Frances	1967	Portland State College	T
	1968	Portland State College	T
Harrison (Mrs.) Mattie	1968	University of Oklahoma	A
Haught, Robert	1967	University of Oklahoma	A
Hayes, John J.	1968	University of Colorado	T
Hays, Timothy	1968	University of Missouri Kansas City	T
Heil, Carl	1967	Florida State University	T

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Name	Year	Institution	Type of Institute
Henderson, George	1968	University of Oklahoma	A
Hendershot, Carl	1968	George Washington University	A
Hendrickson, Andrew	1966	Ohio State University	T
	1967	Ohio State University	T
Hengst, Herb	1968	University of Oklahoma	A
Henny, R. Lee	1967	Wayne State University	T
Hensley, Bonnie Lee	1968	Florida State University	T
Hershey, Harvey	1965	Michigan State University	T
	1967	Wayne State University	T
Hertert, Patricia	1966	University of California Los Angeles Extension	T
Hewell, Grace	1967	Montclair State College	A
	1968	State University of New York at Albany	T
Hewitt (Mrs.) Mary Jane	1966	University of California Los Angeles Extension	T
Heyman, (Mrs.) Shirley	1967-68	Portland State College	T
	1968	Consultant-Alaska	
Hiett, Norris	1968	University of Texas at Austin	T
Higgenbothom, Honorable A. Leon, Jr.	1968	George Washington University	A
Higgins, (Mrs.) Mildred	1968	Florida State University	T
Higman, W. Howard	1968	University of Colorado	T
Hill, Clarence M.	1967	University of Oklahoma	A
	1968	University of Oklahoma	A
	1968	University of Texas at Austin	T
Hill, Frederick E.	1965	Michigan State University	T
Hill, Joseph	1967	Wayne State University	T
Hilton, Harry	1967	University of Iowa	A
	1967	Minnesota State Department of Education	T

Name	Year	Institution	Type of Institute
Hoffman, Hy	1967	North Carolina State University	T
Hippler, R. Randolph	1967	Wayne State University	T
Hollis, Jennie Clyde	1968	George Washington University	A
Hollis, Joseph	1968	Ball State Teachers College	C
Holmes, Douglas	1966	University of California Los Angeles Extension	T
	1967	University of California Los Angeles Extension	T
Holt, Alfred	1968	State University of New York at Albany	T
Holt, Charles	1968	Florida State University	T
Hood, Don	1968	University of Oklahoma	A
Hopkins, (Mrs.) Bernice	1965	Florida State University	T & A
Horn, Virgene	1967	University of California Los Angeles Extension	T
Horton, E. B.	1965	Florida State University	T & A
Houghton, Alfred	1967	State University of New York at Albany	T
	1967	Wayne State University	NUEA
	1968	State University of New York at Albany	T
Howell, (Mrs.) Mary	1968	University of Texas at Austin	T
Hoyt, Kenneth	1967	University of Iowa	A
Huelsman, Charles	1966	Ohio State University	T
Huffman, Francis	1965	Florida State University	T & A
Hughes, Hughie	1968	North Carolina State University	T
Hull, Rollin	1967	University of Wyoming	A
Hunt, Paul	1966	Ohio State University	T
Hunter, Robert M.	1968	University of Colorado	T

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Name	Year	Institution	Type of Institute
Hurst	1968	University of Missouri Kansas City	T
Hussey, Wayne	1968	Portland State College	T
Hutcheson, Sigrid (Sr.)	1968	University of Colorado	T
Hutchins, Julia	1967	Portland State College	T
	1968	Portland State College	T
Hutchison, Peyton	1967	Wayne State University	T
Ingham, Roy	1966	Florida State University	T
	1968	Florida State University	T
Iverson, Maurice T.	1967	North Carolina State University	T
Jahns, Irwin	1967	Florida State University	T
	1967	University of South Carolina	A
	1968	Florida State University	T
Jarman, B. H.	1968	George Washington University	A
Jarrett, Milt	1967	University of Oklahoma	A
Jensen, Glenn	1967	University of Wyoming	A
Johnson, Dorothy	1968	Ball State Teachers College	C
Johnson, Edwin A.	1965	Florida State University	T & A
Johnson, Harvey	1967	Montclair State College	A
Johnson, Lowery	1967	Minnesota State Department of Education	T
Johnson, Rita	1966	University of California Los Angeles Extension	T
Johnson, Robert L.	1967	Wayne State University	NDEA
	1968	University of Colorado	T
Johnston, Charles	1967	University of Iowa	A
Johnston, William	1967	University of California Los Angeles Extension	T
Jones, Charles O.	1967	Florida State University	T
	1968	Florida State University	T

Name	Year	Institution	Type of Institute
Jones, John	1967	University of Iowa	A
Jones, (Mrs.) Patsy	1967	University of Arizona	VEHOL
Jones, Wynn	1963	Florida State University	T & A
Keen, Gwendolyn	1968	North Carolina State University	T
Kelley, Claude	1967	University of Oklahoma	A
Kempfer, Homer	1968	George Washington University	A
Kennedy, Wallace A.	1966	Florida State University	T
Kensington, Agnes	1967	University of Wyoming	A
Kessler, Earl	1966	Ohio State University	T
Kettner, Robert	1967	University of Oklahoma	A
Kettler, David	1968	University of Texas at Austin	T
Keyes, Earl	1967	Wayne State University	T
Kielty, Margaret	1966	Ohio State University	T
	1967	Ohio State University	T
	1968	Ohio State University	T
Kindred, Robert	1966	University of California Los Angeles Extension	T
	1967	University of California Los Angeles Extension	T
King, W.	1966	George Washington University	A
Kirkland, (Mrs.) Catherine	1966	North Carolina State University	T
	1967	Florida State University	T
	1967	University of South Carolina	A
Klein, Russell J.	1965	Michigan State University	T
Kleven, Sue	1967	Portland State College	T
Knotts, James L.	1957	University of Oklahoma	A
Knowles, Malcolm	1967	University of Maine	T

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Name	Year	Institution	Type of Participation
Knowlton, Clark S.	1968	University of Colorado	T
Koehler, Lawrence	1968	University of California Los Angeles Extension	T
Kooiman, Valerie	1967	Wayne State University	T
Kuth, Alan	1967	University of South Carolina	A
Kuvlis, Gerald	1968	University of Oklahoma	A
Kreyer, Daniel	1965	Michigan State University	T
Lambert, (Sr.) Lyod	1967	University of Arizona	T&A&L
Langerman, Phil	1967	University of Iowa	A
Lape, Keith	1968	Ball State Teachers College	C
Lardnoh, Wilbert	1965	Michigan State University	T
Lee, Bob	1955	Florida State University	T & A
Lawrence, Frank	1967 1968 1968	North Carolina State University George Washington University North Carolina State University	T A T
Lawter, Jon	1968	University of Oklahoma	A
Lee, Eric	1967	University of Maine	T
Lefevre, Donald	1965	Michigan State University	T
Leighton, E. Ruby	1967	University of California Los Angeles Extension	T
Lethbridge, Elliot	1967	Connecticut State College	A
Leitch, Dean	1965	Florida State University	T & A
Lewis, Barry	1969	University of Colorado	T
Liebenthal, Bill	1967	North Carolina State University	T
Lightborn, Joseph	1968	University of California Los Angeles Extension	T

Name	Year	Institution	Years as GS
Lansing, Col. Edward	1967	University of California San Angelo Extension	0 1
	1968	Portland State College	0 1
Lefevre, John	1965	Georgia Washington University	0 1
Lambert, William	1967	University of Arizona	0000001
Leathers, John	1965	Florida State University	0 0 0 0
Lang, Robert	1968	Florida State University	0 1
Land, Harold	1967	University of Akron	0 1
Lake, Robert	1965	Florida State University	0 0 0 0
	1967	University of Oklahoma	0 1
	1965	University of Vermont Bayou City	0 1
	1966	State University of New York at Albany	0 1
	1969	Florida State University	0 1
Lynn, Jon	1965	Florida State University	0 0 0 0
Lynn, R. Bruce	1967	University of North Carolina	0 1
Mark, M. Tony	1965	Florida State University	0 0 0 0
Mark, Lynn	1967	University of California San Rapides Extension	0 1
	1967	North Carolina State University	0 1
Magruder, Eugene	1968	Georgia Washington University	0 1
Nichols, Richard	1967	North Carolina State University	0 1
Nelson, Barry	1967	University of Penn	0 1
Nelson, Edward	1969	North Carolina State University	0 1
Newman, Joe	1966	North Carolina State University	0 1
	1968	Florida State University	0 1
	1967	State University of New York at Albany	0 1
	1967	University of North Carolina	0 1
	1967	North Carolina State University	0 1
	1967	Wayne State University	0000001
	1967	Bowling Green State College	0 1
	1968	State University of New York at Albany	0 1

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Name	Year	Institution	Type of Institute
Ricksecker, Earl	1968	Ball State Teachers College	C
Riddle, Bill	1967	University of Oklahoma	A
	1968	University of Oklahoma	A
Riney, Ruby	1967	Minnesota State Department of Education	T
Rishell, J. A.	1965	Florida State University	T & A
Roberts, Ernest	1967	Florida State University	T
	1968	Florida State University	T
Roberts, Thomas	1967	Wayne State University	T
	1967	Wayne State University	NUEA
Robinson, Byrl	1967	University of California Los Angeles Extension	T
Robinson, Cecil	1967	University of Arizona	TESOL
Rockhill, Sylvia	1967	University of California Los Angeles Extension	T
Rockwood, Charles E.	1966	Florida State University	T
Rombouts, Jack	1965	Michigan State University	T
Rose, Harold	1968	Florida State University	T
Rose, Marvin	1967	University of Wyoming	A
Rowe, James	1968	Ball State Teachers College	C
Rue, (Mrs.) Hazel	1967	Portland State College	T
Rumin, Robert	1967	University of California Los Angeles Extension	T
Rupert, Robert	1966	University of California Los Angeles Extension	T
	1967	University of California Los Angeles Extension	T
Rupiper, O. J.	1967	University of Oklahoma	A
Russell, George	1966	North Carolina State University	T
Russell, Kenneth	1967	University of Iowa	A

Name	Year	Institution	Type of Institute
Ryan, John	1967	University of Maine	T
Sampieri, Robert	1967	University of California Los Angeles Extension	T
Sanders, Bernice	1968	University of Texas at Austin	T
Saylor, Margaret	1968	George Washington University	A
Scannell, Dale	1967	University of Iowa	A
Schlossberg, Nancy	1967	Wayne State University	T
	1967	Wayne State University	NUEA
Schoer, Lowell	1967	University of Iowa	A
Schroeder, Wayne	1965	Florida State University	T & A
	1966	Florida State University	T
	1967	Florida State University	T
	1968	Florida State University	T
Schubert, Louis	1967	University of South Carolina	A
Schultz, M. Eldon	1968	Ball State Teachers College	C
Schultz, Louis	1965	Michigan State University	T
Schulze, Rev. Paul	1967	Portland State College	T
Seaman, Donald F.	1965	Florida State University	T & A
Sederburg, Curtis	1967	University of Iowa	A
Sefert, Carl	1967	North Carolina State University	T
	1968	North Carolina State University	T
Shannon, Lyle	1967	University of Iowa	A
Sheldon, James	1967	University of Iowa	A
Shepherd, Gene	1968	University of Oklahoma	A
Sherron, Ron	1968	North Carolina State University	T
Sherry, Edward	1967	University of Maine	T
Shorey, Wesley	1967	University of Maine	T
Shutes, James	1967	Wayne State University	T

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Name	Year	Institution	Type of Institute
Sideris, John	1967	University of Maine	T
Simmons (Mrs.) Olivia	1965	Florida State University	T & A
Sjogren, Douglas	1968	University of Colorado	T
Slatton, Frank	1968	University of Oklahoma	A
	1968	University of Texas at Austin	T
Slaymaker, John	1967	Ohio State University	T
Smith, Bernard	1965	Florida State University	T & A
Smith, Charles	1965	Florida State University	T & A
Smith, Donald	1967	Wayne State University	T
	1967	Wayne State University	NUEA
Smith, Edwin	1965	Florida State University	T
	1966	Florida State University	T
	1967	Florida State University	T
	1968	Florida State University	T
Smith, Ellison	1967	Florida State University	T
Smith, Forrest	1967	University of Maine	T
Smith, Laudine	1968	University of Texas at Austin	T
Smith, Otis	1967	Wayne State University	T
Smith, Valerie	1967	Montclair State University	A
Smith, W. A.	1967	University of South Carolina	A
Smith, William	1966	University of California Los Angeles Extension	T
Snavley, A. Eloise	1967	University of Iowa	A
Snider, Glen	1968	University of Oklahoma	A
Snyder, Robert	1968	Florida State University	T
Sorenson, Garth	1966	University of California Los Angeles Extension	T

Name	Year	Institution	Type of Institute
Stayman, Howard	1965	Florida State University	T & A
Steeves, Roy	1966	University of California Los Angeles Extension	T
	1967	University of California Los Angeles Extension	T
Steinman, Richard	1967	University of Maine	T
Stevens, George L.	1966	Florida State University	T
Stillwell, Hamilton	1967	Wayne State University	T
Stoker, Howard W.	1966	Florida State University	T
Stone, Coystal	1966	University of Texas at Austin	T
Stone, Franklin	1967	University of Iowa	A
Stone, Mode	1965	Florida State University	T & A
Striph, (Mrs.) Florence	1965	Michigan State University	T
	1967	University of Oklahoma	A
	1967	State University of New York at Albany	T
	1967	Wayne State University	T
	1967	Wayne State University	NDEA
Strumbeck, Ronald	1965	State University of New York at Albany	T
Supple, Robert	1967	University of Maine	T
Sweet, W. D.	1965	Florida State University	T & A
Swift, George	1967	Portland State College	T
	1968	Portland State College	T
Swerdor, Stanley	1967	University of California Los Angeles Extension	T
Sylvester, E. P.	1967	Florida State University	T
	1967	University of South Carolina	A
Taborn, John	1967	Minnesota State Department of Education	T

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Name	Year	Institution	Type of Institution
Taplett, Lloyd	1967	University of Iowa	A
Tapscott, Ed	1967	North Carolina State University	T
	1968	University of Texas at Austin	T
Taylor, Walter	1967	University of California Los Angeles Extension	T
Thomas, Marshall	1967	Wayne State University	T
Tieken, Jon	1967	University of Oklahoma	A
	1968	University of Oklahoma	A
	1968	University of Texas at Austin	T
Timmons, George	1967	Portland State College	T
	1968	Portland State College	T
Todd, Gordon	1967	University of California Los Angeles Extension	T
Tomsino, Louis	1968	University of Texas at Austin	T
Tomson, John	1968	University of Colorado	T
Tracey, John	1967	State University of New York at Albany	T
Travis, George	1966	Ohio State University	T
	1967	Ohio State University	T
	1968	Ball State Teachers College	C
Trigg, Gordon	1967	University of California Los Angeles Extension	T
Trimble, Harold	1967	Ohio State University	T
	1968	Ohio State University	T
Troy, Clair	1967	State University of New York at Albany	T
	1968	State University of New York at Albany	T
Tufte, Oswald	1967	University of Iowa	A
Turner, (Mrs.) Mary	1967	North Carolina State University	T
Turner, Jesse William	1968	South Carolina State University	T
Ulmer, Curtis	1965	Florida State University	T & A
	1966	Florida State University	T
	1967	Florida State University	T
	1967	University of South Carolina	A

Name	Year	Institution	Type of Institute
Upton, Ralph	1965	Florida State University	T & A
Valentine, C. Glenn	1967	Wayne State University	BUSA
Van Zwoll, Byron	1965	Michigan State University	T
Vivero, Jesus	1966	Ohio State University	T
	1967	Ohio State University	T
	1968	Ohio State University	T
Vinson, William	1967	Wayne State University	BUSA
Waldron, Bruce	1967	University of Oklahoma	A
Walker, J. L.	1965	Clarion State University	T & A
Walker, Jon	1967	University of Oklahoma	A
Wall, Linda	1966	University of California Los Angeles Extension	T
	1967	University of California Los Angeles Extension	T
Wallace, George E.	1967	North Carolina State University	T
	1969	North Carolina State University	T
Warburton, T. Stanley	1967	University of California Los Angeles Extension	T
Wardle, Anne	1967	University of South Carolina	A
Warren, Richard	1965	Michigan State University	T
Weisiger, Gordon	1967	University of Iowa	A
Weisman, Jack	1967	State University of New York at Albany	T
Wilson, Eugene	1966	North Carolina State University	T
Weaver, Frank D.	1967	North Carolina State University	T
	1968	North Carolina State University	T
Webber, Paul	1965	University of Texas at Austin	T
Weiner, David	1967	Wayne State University	BUSA
	1968	University of Texas at Austin	T

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Name	Year	Institution	Type of Certificate
Bowers, Gilbert	1957	Ohio University at Zanesville	B
	1967	Cambridge State College	B
	1968	Ohio University at Zanesville	B
Brimfield, Clyde	1967	Ohio University at Zanesville	B
	1969	Ohio University at Zanesville	B
Williams, Charles	1965	Florida State University	B M D
Bowers, Rita	1967	University of Arizona	Masters
Burk, John	1967	University of South Carolina	B
Chernisky, Joseph	1968	Florida State University	B
Chipchi, Dick	1967	Wayne State University	B
Cleveland, Eva	1966	Bell State Teachers College	B
Hagins, Eugene	1968	Georgia Washington University	B
Nichols, Thomas	1967	State University of New York at Albany	B
Williams, Joe	1965	Florida State University	B M D
Williams, Mike	1967	North Carolina State University	B
Williams, Pamela	1967	Minnesota State Department of Education	B
Williams, Shawn	1967	Florida State University	B
Williams, Stella	1965	University of Texas at Austin	B
Williams, Robert	1968	Georgia Washington University	B
Williams, Sue	1965	Michigan State University	B
Williams, Walter	1965	Florida State University	B M D
Wilson, Betty	1965	Florida State University	B M D
Wilson, Robert	1967	Wayne State University	B

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible], H. A.	1941	[illegible] University of New York at [illegible]	B
[illegible], George	1939	[illegible] of California, San Angeles [illegible]	B
[illegible], William	1945	[illegible] State University	B.S.
[illegible], Joseph	1947	[illegible] University of South [illegible]	B
[illegible], [illegible] A.	1950	[illegible] Washington University	B
[illegible], E., [illegible]	1946	[illegible] University of [illegible] at [illegible]	B
[illegible], [illegible]	1947	[illegible] University of California, San Angeles [illegible]	B
[illegible], [illegible]	1947	[illegible] University of [illegible]	B
[illegible], [illegible]	1943 1947	[illegible] State University [illegible] University of South [illegible]	A.B. B
[illegible], [illegible]	1947 1947 1948	[illegible] University of South [illegible] [illegible] State University [illegible] State University	B B B
[illegible], [illegible]	1949	[illegible] State University	B.S.
[illegible], [illegible]	1950	[illegible] State University	B.S.
[illegible], [illegible]	1950	[illegible] State University	B.S.

* [illegible] [illegible] [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

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Philip Hauser, Director of the Population Research and Training Center, University of Chicago

Irwin Jahns, Assistant Professor of Adult Education, Florida State University

Bjorn Karlsen, Associate Professor of Education, Sonoma State College

Joseph Mangano, Supervisor of Basic Continuing Education, New York State Education Department

Howard McFann, Director of Research, Human Resources Research Office, Division No. 3

Rolf Monge, Project Director, Department of Psychology, Syracuse University

Monroe Neff, Director of the Division of Continuing Education, New York State Education Department

Wayne Otto, Associate Professor of Education, University of Wisconsin

Kevin Ryan, Director of the Master of Arts in Teaching Program, University of Chicago

Topics to be covered include:

The magnitude of the problem of illiteracy in the United States today and projections to 2000 A.D.

The state of ABE teacher training in the United States today

The culture of poverty: presentation and rebuttal

The economic return on adult basic education

Statistics related to ABE teachers in the United States

The state of research on reading as related to adult basic education

Adult interests in reading

The uses of micro-teaching in teacher training

Human development in adulthood

Cognitive changes through adulthood

Research on testing the ABE student

Counseling the ABE student

Military research

Action programs including teaching English as a second language

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Twenty-three million adults in the United States are said to be functionally illiterate. The U. S. Office of Education, the Department of Labor, the Office of Economic Opportunity, and the Department of Defense are funding programs to meet the needs of functional illiterates. The twenty-seven summer institutes which have been conducted to start to train teachers for the adult education classroom have only begun to supply the teachers needed. The Workshop to Increase and to Improve University Teacher Training Programs in Adult Education is planned as an important next step in meeting the demand.

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A WORKSHOP TO INCREASE AND TO IMPROVE UNIVERSITY
TEACHER TRAINING IN ADULT BASIC EDUCATION

The University of Chicago
Center for continuing Education
1307 East 60th Street
Chicago, Illinois 60637

March 9 - 18, 1969

NAME _____

ADDRESS _____
(Street)

_____
(City, State, Zip Code)

OFFICE PHONE (Area Code) _____ EXTENSION _____

NAME OF ACADEMIC INSTITUTION AT WHICH YOU HAVE OR WILL HAVE RESPONSIBILITY FOR ADULT BASIC EDUCATION TEACHER TRAINING

_____

POSITION _____

HOW LONG HAVE YOU BEEN INVOLVED IN ADULT BASIC EDUCATION? _____

HOW LONG HAVE YOU BEEN INVOLVED IN TEACHER TRAINING? _____

ARE YOU PRESENTLY ENGAGED IN ABE TEACHER TRAINING: YES _____ NO _____

IF YES, HOW LONG? _____

TYPE OF ABE TEACHER TRAINING PROGRAM: (Please check)

PART OF DEGREE PROGRAM _____

GRADUATE _____

UNDERGRADUATE _____

SUMMER INSTITUTE _____

CREDIT _____

NONCREDIT _____

COURSE WORK:	NAME OF COURSE	CREDIT	NONCREDIT
	_____	_____	_____
	_____	_____	_____

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NAME OF COURSE CREDIT NONCREDIT

_____ _____ _____

_____ _____ _____

INSERVICE TRAINING OTHER THAN REGULAR INSTITUTE _____

CREDIT _____

NONCREDIT _____

PLEASE DESCRIBE _____

_____

_____

IF NOT PRESENTLY ENGAGED IN ADULT BASIC EDUCATION TEACHER TRAINING, WHAT PLANS DOES YOUR INSTITUTION HAVE FOR ABE TEACHER EDUCATION? PLEASE DESCRIBE.

_____

_____

_____

_____

_____

WILL YOU BE ABLE TO ATTEND THE ENTIRE 10 DAYS OF THE WORKSHOP?

YES _____ NO _____

FOR PURPOSES OF FAMILY ALLOWANCE, HOW MANY DEPENDENTS DO YOU HAVE? _____

PLEASE SEND THIS FORM TO:

Mr. Willies Griffith
University of Chicago
5835 South Kimbark Avenue
Chicago, Illinois 60637

DEADLINE FOR APPLICATIONS IS FEBRUARY 1, 1969.

Participants will receive travel expenses to and from the workshop, and room, in addition to a stipend of $75 a week plus $15 for each dependent. Participants will be responsible for their own meals. In accordance with the established policy of ERIC and other institutes, selection of participants will be contingent upon their ability to be present for the entire workshop.

(C-4)

THE UNIVERSITY OF CHICAGO
THE DEPARTMENT OF EDUCATION
[illegible]
CHICAGO 37, ILLINOIS

BEST COPY AVAILABLE

January 7, 1960

This is to inform you that your application to the University of Chicago Workshop to Increase and to Improve University Teacher Training in Adult Basic Education, to be held March 9-14, 1960, has been accepted. Enclosed you will find a brochure describing the Center for Continuing Education where workshop participants will live and work.

Your travel expenses will be reimbursed if you will be good enough to save your receipts for our accounting department. You will receive a $123.50 stipend for the ten-day workshop. Our records indicate that you have dependents, for which you will receive an additional $. Please inform us immediately if our records are incorrect.

Also enclosed you will find a copy of the minutes of the planning meeting for the workshop, including the goals around which the workshop was designed and a tentative program.

Please feel free to call on if we have not provided you with sufficient information.

Sincerely yours,

William S. Griffith
Associate Professor
Adult Education

WSG/df
Enclosures (2)

THE UNIVERSITY OF CHICAGO
THE DEPARTMENT OF EDUCATION
MAY BRODBECK OFFICE
CHICAGO • ILLINOIS 60637

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As a participant in the University of Chicago Workshop in Services and to improve University Teacher Training in Adult Basic Education, your travel and room will be provided. For the details, see below.

Travel: Your travel expenses will be reimbursed if you will provide us with a travel voucher and your ticket stub. Plan on a minimum of three weeks after our receipt of your voucher and stub for the processing of travel expenses.

The University of Chicago will allow ten cents per mile if you travel by car only if you show that no other means of transportation is reasonable. We prefer the equivalent of tourist rate air fare.

Between O'Hare International Airport and the Center for Continuing Education, 5760 South Woodlawn Avenue, the most economical means of travel is the airport limousine to the Conrad Hilton Hotel and a cab to the Center for Continuing Education. From Midway Airport, use a cab.

Room: Participants will be assigned to double rooms. As you arrive, you will be assigned a room and a roommate. If you have a preference of roommate, please let us know by February 28. Otherwise, no provision will be made for visiting rooms. There will be no charge for your room.

Shipped and Excess: You will receive your shipment upon arrival. The amount of your shipment was stated in our letter of acceptance. Beds are available at the Center for Continuing Education. Participants are responsible for their own meals. Friday, March 15, there will be a banquet. Tickets will be available.

If you have any questions, feel free to call upon me.

Sincerely yours,

John J. Von P. Bryan
Research Project Director

RMG/ef

61-673

THE UNIVERSITY OF CHICAGO
THE DEPARTMENT OF EDUCATION
60 LANGDON STREET
MADISON 1, WISCONSIN

[illegible]

Dear

As you know, the University of Chicago Workshop in Economic and in Improve University Teacher Training in Adult Basic Education met [illegible] 8-11, 1967. We had hoped to send a set of the papers that were out of the conference in time enough to attract. However, although we digitized the magnetic picture of memory, we are not. Apparently some participants took records.

The current quality of the papers calls is unacceptable to warrant additional expense for duplication. A publication is forthcoming and you will be advised when the volume is available.

We are sorry that we are unable to provide you with copies of the papers at this time.

Sincerely yours,

[illegible]
Assistant Project Director

[illegible]

[redacted]

[redacted]

[redacted]

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15. Since the Workshop:

a.	Have you planned and implemented any new programs?	1 2	yes no
b.	Have you planned and implemented any improvements in existing programs?	1 2	yes no
c.	Do you intend to implement any new programs within the next six months?	1 2	yes no
d.	Do you intend to implement any improvements in existing programs within the next six months?	1 2	yes no
e.	Do you feel more highly motivated in your work in the ABE program?	1 2	yes no
f.	Have you expanded your ABE teacher training program?	1 2	yes no

16. To what extent do you feel that the experiences provided at the Workshop increased your ability to discuss knowledgeably the state of research in ABE?

1 a great deal
2 quite a bit
3 somewhat
4 very little
5 not at all

17. To what extent do you feel that the Workshop was effective over-all in presenting both content and method in research in ABE?

1 a great deal
2 quite a bit
3 somewhat
4 very little
5 not at all

18. Are you now conducting any research in ABE?

1 yes
2 no

If yes, type and topic _____

_____

_____

_____

_____

_____

19. Are you planning on conducting any research in ABE within the next six months?

1 yes
2 no

If yes, type or topic _____

_____

_____

_____

_____

_____

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20. In your judgment, who is doing the most significant research in ABE?

_____

_____

What kind of research? _____

_____

21. On the bases of what you now know and the Workshop, what do you see as the most pressing needs in research in ABE?

Rank order the topics, using 1 for the most pressing and 11 for the least pressing.

___ the adult learner

___ characteristics of the undereducated adult

___ teaching methods and techniques

___ testing for acquisition of skills

___ counseling and guidance of ABE students

___ teaching reading skills

___ teaching language skills

___ teaching computational skills

___ testing for cognitive gain

___ other (specify) _____

_____

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22. While in attendance at the Workshop you had an opportunity to meet staff, resource people and other participants. Have you since attempted to utilize any of these new contacts in any of the following ways? (Check the pertinent blanks.)

Staff	Resource People	Participants		
_____	_____	_____	a.	received professional information or literature from them
_____	_____	_____	b.	received professional correspondence from them
_____	_____	_____	c.	had further professional contact with them: meetings, phone calls
_____	_____	_____	d.	requested professional literature or information from them
_____	_____	_____	e.	initiated professional contact with them
_____	_____	_____	f.	other (specify) _____

_____

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23. All questionnaires have limitations because of the perceptions and biases of the persons constructing them. Thus, we would welcome any criticisms or suggestions you might care to add.

THANK YOU

Group 1A

Evelyn Beagle - Recorder
Burton Kreitlow - Temporary Chairman
J. E. Adair - Permanent Chairman
L. E. Hirsh - Reporter

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Dr. Kreitlow opened the meeting with a review of the charge to the group made by Dr. Griffith this morning. Election of permanent chairman and reporter was delayed until after the discussion when people were more likely to know each other better. After the charge was given, time was taken for self introductions which included interest, position, and previous recruitment to ABE.

There was a discussion of the report given this morning by Dr. Maurice Seif. The group generally expressed that they did not wish to see this report included in the papers disseminated from this conference unless there were major revisions made. The group felt that the major contributions of this paper was to promote discussion in the general session. It was suggested that the change in title used at the general session would be appropriate to indicate that it was the result of a survey made of State Department of Education Adult Education Directors.

The discussion moved to some prior issues in Adult Education and teacher training. It was noted that the general session indicated a feeling existing in the group on adult education teacher training. Some of the participants of this conference believe adult education teacher training should be geared to the general population taking courses in adult education and participating possibly in ABE while others believe the core courses should pertain to ABE only as a major field of study.

The question was then asked: At what level should there be training for teachers? Before this was discussed another question was posed. Who are the people concerned with ABE? Someone in the group suggested that the universities cannot train all teachers and workers in ABE in graduate level programs. Suggested training centers and doctoral students to train those they will be administering upon completion of their degree work was posed as a possible solution; the educational elite.

Without definitions, categories were made of ABE personnel. They are as follows:

Para-professionals
Teachers
Administrators

Aides
Visiting Teachers
Counseling and guidance specialists

The levels of work suggested for existing personnel to fill were as follows:
Doctoral
Masters
Bachelors
Associate of Arts (one or two year program)
Career Ladd
Re-service
Pre-service

Suggestions were made to remedy the problem of training.

1. Introduce new courses in our respective universities.
2. Require certification for workers.
3. Survey the supply and demand for full time employment to make more attractive and useful a master approach to full graduate major.
4. Promote the value of adult education in our state departments of education for attracting attention to our "needs" rather than emphasis on the trend to exploration only childhood-youth training.
5. Initiate teacher training for adults into the training program at the elementary and secondary level so that the products of the training institutions would be equipped to teach adults as well.

There was a discussion of the value of the walking tour. It was felt to be an invasion of privacy until the program was more fully explained by the recorder with as much information as she had at her disposal.

The permanent chairman and reporter were elected and the group dismissed for the session.

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Group II

March 21, 1972

The group decided there was no need for discussion after the ACE general problem. Having this kind with results from the discussion previously before them it is decided necessary.

The main aim of business was to formulate questions this group wished to ask in the general session.

1. How do develop the higher levels of work orientation students might want in the real world ADE early employment?
2. Why do you go to Business to develop ADE programs?
3. Why is there a time lag between ADE class work and ADEA what alternatives that there citizens do to help students develop this time lag?
4. Did you produce a time limit where we consider values its be used resulting from ADEA? Are there criteria?
5. Should public advertisements agencies categories their designs as ADEA? These questions were asked of Mr. Gravely, Dr. Gregory and Dr. Robinson.

Points raised in the discussion and pertinent to panel questions were as follows:

1. Problem being discussed at this conference is one of ADE in its entirety setting. It was felt that there needed to be consideration and problems within ends for the problem of ADE in the rural areas.
2. The discussions of panel members today pointed out national administrative system as being a and state of affairs and it was felt that an urgent have to recruit administrative leadership to work with the persons with whom we have to deal.

The suggestions were made that we change the system and that they strive projects help work that form the training participants. To more community participating within the system and any participations be defined in discussions in terms of the existing society.
It was suggested as policy need to modify the literature that are of a project for elective programs and perhaps carry electronics to students both rural and urban.

Meeting was adjourned.

[illegible]

[illegible]

[illegible]

[illegible]

One criticism was expressed which the recorder has heard rumored in small groups that the conference lacked enough free time to read and relax from the pressures of the day. The quality of the resource people was questioned in relationship to workshop participants. With the exception of resource people presenting their own material and research, the resource personnel could have been effectively been replaced by the participants, according to feelings expressed in the group.

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Group 1A

March 17, 1969
P.M.

Report was again read by Mr. Black slowly with the request of the group to respond to ideas therein presented. There was a general group discord with the wording of the report in several areas. It was decided that Mr. Adair, Mr. Kreitlow, the reports of the recorder, Mr. Black, and others as they were interested could work through coffee break to rework the report into a more concise document.

Group adjourned to coffee and general session.

Group 3B March 30, 1969
Ann Fales - Recorder
Elden Schultz - Temporary
Chairman
Wm. Hathaway - Chairman

Began with structured introductions of neighbor on left or right.

Schultz suggested that first item of business was to designate a permanent moderator and a reporter. Group said that was the last item of business but agreed to appoint reporter immediately and unanimously drafted Bill Hathaway who accepted.

Schultz listed five topics mentioned by Griffith in the summary of afternoon discussion on the blackboard and suggested that these, plus any additional suggestions from the group might be the beginning points for our discussion.

1. Certification
2. Para-professionals (Clerk)
3. Inst. response to meet the known need
4. Short term vs. degree
5. Undergraduate

Minnis added an item to the general effect of "What are the ways of providing the training across the various levels of the continuum of people working in adult basic education -- includes 4 and 5 above".
Hathaway added discussion of the structure of the conference to the agenda for this meeting. Atwood added his concern with what to do with Neff's paper, stating that he questioned the relevance of the report for this conference and felt concern that it would become part of the published report of this conference. (His comments were supported by several members non-verbally and by Dutton suggesting that Neff's paper be "thrown out"). Minnis exhibited concern that if the question of what to do with Neff's paper was to be discussed that it be discussed in a positive manner - i.e., that some concrete recommendation come out of the discussion and not just a demolishing of the paper for the sake of demolishing it.

Schultz proposed that the group begin with Conference Structure questions since they would take least time, move next to what to do with Neff's paper, and deal thirdly with the question of "training competencies for groups of aids, teachers, and all levels of graduate programs". This priority was accepted.

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A. Conference Procedure

Whitney suggested that a walk through Hartford may have relevance for some of the group present but that it may not have, and that he felt that the scheduled visits to ABC programs in Chicago schools could be restricted from the program and a work group discussion substituted at which the discussion group would discuss the papers still to be presented and formulate key questions to ask at the general discussion sessions.

Button responded with a similar concern regarding the relevance of the Hartford tour, noting whether this time could be more profitably be spent elsewhere.

Schultz responded giving the planning committee's rationale for including the Hartford tour--i.e., they hoped to get people mostly from research and teaching institutions who might not have experienced this kind of in-the trip and because some state directors felt that teacher educators were not familiar with the actual conditions in the ghetto area, the planning committee felt that an experience could be developed which would provide such familiarity while at the same time providing a common experience from which to judge the usefulness of such experiences for teacher training for ABE teachers.

Blake indicated that he would be more interested in meeting some of the people who operated in the Hartford program--Saul Alinsky's training methods for instance. He said that a walk through the area would be interesting.

Button said that he thought the entasse of such a walk through the area would be that the workshop participants would just worry for "them" and then stand "I feel sorry for them anyway."

Minnis stated that if this part of the program was intended to provide a common experience then it should be left in the program and he would apply the same criteria to the idea of spending two full days for visiting schools and Hartford but thought the length of time in schools could be questioned.

Schultz suggested that the group vote to ask for clarification of the purpose of the Hartford walking tour and the school visits. Bethany commented that the group should make a decision regarding a specific recommendation which should be taken to the steering committee and proposed two alternate recommendations--(1) Eliminate both days of field trips (note was eventually more in favor of this recommendation, and (2) Eliminate the Thursday visit to schools (note was eventually there for and the rest agreed or disagreed).

Gregory spoke in support of the Hartford tour on the basis that he felt through

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] suggested that the group make more active contributions to school and professional [illegible]. Others, primarily from Project Grad University, [illegible] suggested that the focus of the fundraising committee [illegible] suggested that the representatives to the planning committee [illegible] [illegible] [illegible]

[illegible]

Group 1B

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March 14, 1969

The meeting got underway at approximately 9:15 a.m. with 13 members and one resource person present. There had apparently been some confusion resulting from the previous day's discussion of the best structure for asking questions as to whether the group would meet prior to or following the assembly sessions.

Housekeeping announcements by Atwood included provision of information about two extra group meetings being scheduled for Monday at 8:30 a.m. and at 1:30 p.m. It was suggested that group members might agree to take individual responsibility for certain protions of the group report questions and the competencies needed by the teacher which had been discussed.

Schultz suggested that the group go back to where it had been Monday to discuss the compentencies needed by the ABE teacher.

Atwood suggested the group begin with the question of"Who is the ABE teacher".

Uber questioned why we start with the school.

Brown pointed out that universities and colleges don't have degrees that are relevant.

Minnis indicated he was not concerned about degree requirements but was concerned about what the person who would teach ABE students needed to know at different levels of professional responsibility.

Shultz raised a concern with the teacher dominated classroom--i.e., adults having to ask the teacher for every piece of material, in teaching methodology. He questioned "What can we do to shatter this".

Kielty suggested that this problem could be seen as a lack of pupil participation rather than teacher domination.

The following list of competencies needed by the ABE teacher was listed on the board.

1. Experience in learning a second language (oral). Kielty--can be a brief experience to ensure that the student is not too successful and gets a sensitivity to the difficulty of the ABE student. This item was questioned as a necessary competency by some members of the group.

2. Ability to obtain sutdent involvement. How--need techniques to do this. (We don't do it ourselves as teachers of teachers). We have to be models but it is more than this--we have to follow teacher trainees through the classroom experience with master teachers to help the new teacher learn how to perform as well as the modeling and the theory. Need to have a model--teachers are imitative. Need to analyse the model.

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3. Awareness on the part of the teacher that he continue to learn himself. Willingness to continue to analyse your own work and to be critical of own performance. Need skills and knowledge of how to do this.
Self concept--the ability to have a hold on one's self--have to be able to relate to others--to feel I can say what is important to me. (Supposedly learned this in a graduate course called How do Adults Learn). If the teacher can exemplify the ability to let students be fully expressive, etc. ..... The teacher approaches adults with considerable insecurity--some recognize their insecurity and can deal with it, others do not recognize it and these are the authoritarian, autocratic, "do it my way" types.
This is what Horberg said--says something to teacher training--whether an improved self concept can be learned is a problem--how to do it in a two week institute is an even bigger problem. Kielty suggested again that it could be called the psychology of approaching the adult. Models that students experience in teacher training are not what they are expected to carry out in their own class rooms.

Brown tried to summarize the competencies needed:

Knowledge
Techniques
Attitude of Acceptance
Flexibility--Self concept varies, want specifically to deal with teacher role.

I suggested that this framework might help explain the apparent frustration with the lack of specific knowledge on how to do it re training programs--i.e., that we may have an inadequate research base in terms of the knowledge level of this model but that we can still teach something about techniques of working with adults and techniques of developing attitudes of acceptance and flexibility--that at least some of these things are available and relatively tested in adult education and other types of literature.

Atwood suggested that the members of the group individually consider the questions of:

What kinds of research are available
What research is needed
Is "what we would do" research based.

and be ready to discuss their own responses to these questions at the group's next meeting.

The meeting adjourned to go to the next assembly session.

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Group 1B March 15, 1969

The group met with 10 members present plus one resource person.

Hathaway initiated the discussion by asking why the group wanted to talk about competencies and what purpose was served by discussing them. He had been absent from the previous two meetings and it was pointed out to him by the chairman that the group had already decided to discuss competencies of the teacher at various levels of the continuum of professional responsibility which Minnis had proposed in the first group meeting and to begin with the BA level (or equivalent) teacher and work down from there to determine what competencies were needed by different levels.
It was pointed out that the competencies were essentially the same regardless of the level. The following competencies were listed:

Reading skills
Techniques
Psychology of adults
Sensitivity to adults

Hathaway indicated a desire to discuss a design for a 10 day to 3 week institute which was supported by Thomas and a few other people.

The group finally agreed to focus on the level of the trained teacher and to omit for immediate consideration the para professional.

The next decision was whether to focus on undergraduate education, graduate education, institutes, or in-service training. The group agreed that undergraduate programs in adult education, much less in adult basic education, are impractical at the present time and therefore that the focus should be on graduate courses and short-term workshops. The content may not vary much between courses and workshops.

Workshops--should have a coordinated, national training program of
workshops--should come out of USOE with a clear purpose.
This idea was discussed and it was agreed that it was a good idea but was impractical.

Hathaway again raised the question of what are you going to teach a teacher in a two week workshop--
Suggestions were: adult education theory and practical "how to do it" skills.

Kielty--the goals of the program, background of the program, philosophy, psychology of approach to adults, help with materials, something about the appropriate areas of instruction, need to know something about testing, something about audio visual aids, something about how to integrate the students into the community--all treated from a practical point of view with more emphasis on skill than on theory.

Someone else suggested the addition of the characteristics of the adult learner and their implications for teaching as expressed by the Otto paper were important to teach the ABE teacher.

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Foley suggested that much of what was being said had come from the resource people in the conference. Cher explained a grid that she had developed with competencies down one side and the level of position across the top. She did not elaborate on the model extensively but it was clear to the group (I think).

Thomas asked if any of the group members had conducted three-week workshops and what was included in them?

Hathaway described his plans for the coming workshop he is having which included: mostly the kind of things that Kielty had talked about but in addition in order to get at the behavioral outcomes desired he has also added sensitivity training, inquiry training, and Flander's interaction analysis. He pointed out a need to take into account the existing programs and what is going on before you can plan the specifics of the program. It makes a difference whether the participants will be new or old teachers. It was pointed out that the program planners frequently don't know who their students are going to be. Hathaway pointed out that new and innovative teaching techniques are of common interest to all--new teachers included in his program have had at least a year of experience.

Someone raised the question of what to do about training teachers who do not have any experience.

Dutton pointed out that so many need the training that the same program could be run for five years without change.

Atwood indicated that, in terms of the Group Report Guidelines, he felt we had answered number 2 by indicating that there is not adequate research and that the second part of the question followed logically from the answer to the first. (I'm not quite sure how this fit in the discussion at this point--I may have lost a portion of the interaction or he may have been trying to get the group back on the track).

With regard to the adequacy of dissemination of research and other information regarding ABE several of the group suggested that the means of dissemination were inadequate. Concerns regarding ERIC were how to get information from ERIC and the time lag in getting material from them.

Blake suggested that the group ask Cortright to tell us about the new Adult Education Clearinghouse that NAPSAE is setting up.

Someone pointed out to those group members who were unaware of it that you can find out what ERIC has in "Research in Progress" a monthly publication which all libraries should have. ERIC's publication "Research in Adult Education" was also mentioned. All the members agreed that they felt a lack of adequate information. It was also pointed out that we have to be mature enough to recognize that we haven't made the effort in many cases to search out the information which is available.

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Re #2 on the Group Project Guidelines the group agreed to meet more frequently in how adults learn and particularly how underprepared adults learn.

It was agreed that each individual would write down the research he thinks is needed, also any comments on the papers, and the workshop structure etc. and give them to Kathleen. This left questions there and time to deal with in the next group meeting.

The meeting adjourned.

Group 33, fourth session March 24, 1958

The following material was on the blackboard when we got in by Dr. Putney when the group convened. Fourteen members plus two observers/guests were present.

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PROJECT DEVELOPED
--Personality Characteristics and Dynamics
--Developmental Needs
--Understanding of Individual differences.

Abilities

Social Concepts

Egocentrism
Peer Group
Value Systems

Needs
System

Concept of Achieving Self
as Behavioral Space
(Perceptual Field)

These are inferred variables--we don't actually see them--
Teacher should have abilities to infer them.

TEACHER VARIABLES
--Personality Characteristics
--Professional Role
--Human Relations Dynamics--caring for the other person etc.

LEARNING EXPERIENCE VARIABLES
1. Social Milieu
   Socio Economic System
   Cultural Characteristics
   Social Organization
2. Subject Matter
   Knowledge and Understandings of specific Content
   Skill in selection and application of content
3. Methods and Materials
   Concepts on how specific adults learn
   Application to specific individuals
      and need--based on developmental level,
      personality dynamics and group dynamics

Time
Pacing
Order
Reinforcement
Exercise
Transfer

4. Classroom Environment
   Dynamics
      Individual Perceptual Fields
      Group Dynamics of Specific Groups
      Knowledge and understanding of Facility arrangement
         and structure.

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[redacted]

[redacted]

[redacted]

[illegible]

[redacted]

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[redacted]

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might not have the resources to deliver to the student the program which they initially promise him. At least one person in the group, however, suggested that the established programs might at least look at the programs run by voluntary organizations to see if they were doing things better than the public programs.

The fact that a great proportion of the staffs of ABE programs are moonlighters was discussed. The fact that if one is going to have training programs for part-time workers in ABE one is going to have to realize that the training will be directed toward an area which is at least of secondary interest to the person being trained.

Some one suggested that full-time instructors might not be the ideal and that training programs for everyone involved in ABE which would be held at the university level are unrealistic. The person proposed that the university programs might aim at training master teachers who in turn could train and supervise the many other classroom teachers.

At this point one of the resource people suggested that the group was simplifying the problem by only asking the question how can we train good ABE teachers. The problem he said was how can we train large numbers of ABE teachers immediately to meet the current, expanding need for such persons. Also, how can we expect to make good ABE teachers out of the same people who were instrumental in causing the target audience of ABE to drop out of school in the first place?

There was some agreement that what we currently needed was a training program more analogous to first aid than long term medical aid. It was decided that the M.A. level teacher was not the answer to the current problem but that the judicious use of master teachers and regular teachers and para-professional teachers might be.

Someone else added that most of his success in training teachers for ABE has been in off campus programs in which the instruction was brought to the teachers who needed training rather than expecting them to come to on campus programs. This was seen as a first step in developing interest in on campus programs ultimately.

At this point the temporary chairman, Clark Esarey, was made permanent by acclamation and the temporary reporter was also chosen, but not by acclmation. The reporter for group 1C is Tony Pacelli.

The group adjourned.

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Group 1C March 11, 1969

Tony Pacelli began as acting chairman since Clark Esarey was a few minutes late in arriving.

The following questions were posed for the panel members.

1. What is the meaning of "consumptive component" in Scharles' two by two?

2. How can we better utilize economic statistics to sell our ABE programs to business, boards of education, advisory committees and other involved parties?

3. How can we use, without misusing, the economic factor or promise of economic gain to motivate ABE students?

4. Do we have enough hard data on which we can justifiably base a rationale for ABE? Does ABE make enough of a difference on the individual level economically?

5. How can we use the non-professional in ABE? By non-professional was meant anyone who is not certified as a teacher whether or not his educational level is high or low.

6. How can institutions such as the junior college be used to house or facilitate ABE?

7. How can we hope to break the "vicious cycle" of poverty with ABE?

8. What are the cooperative organizations on the federal level and how do these organizations relate if at all to CAMPS?

9. Since teacher unions in most large cities will not allow para-professionals to be involved in direct teaching, and since this has caused some programs to be contracted to business through MDTA, how can we influence business-oriented people to use effective teaching methods and the result of our long experience in the field of ABE?

Since Herb Lehmann was present, someone in the group asked him to tell the group what he thought it should look for on its visit to Hyde Park High Evening School. Lehmann said he would suggest looking mostly for the way the teacher relates or fails to relate to his students since the program and

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materials and setting will otherwise resemble what the groups will be familiar with in their own programs.

There was also some background given or volunteered by another group member on what Hyde Park High had been historically and what it was today.

Some group members expressed a desire to have some time free when the downtown stores would be accessible to the participants. Saturday afternoon seemed to be the most desirable time but the participants also seemed ready to consider Thursday night.

Mr. Rancier suggested that he had some films with him that documented the Canadian experience in setting up a system for the development of ABE and vocational programs in especially rural Canada. It seemed that Sunday morning might be most appropriate for his presentation which would be, of course, suggested as an optional event.

In connection with the question posed about cooperation on the national level the point was made that it seemed a shame that funds were dispensed at the national level by a multiplicy of agencies to different organizations which at the local level were all attempting to reach the same target audience. There was a strong feeling that some coordinating mechanism should be set up which would channel all the funds which were being spent on the target audience of ABE to one agency at the local level if not placing all the funds at the federal level with one agency in the first place. CAMPS was suggested as an informal organization through which this might hopefully have been done. CAMPS, however, has been less than successful.

The group adjourned for the plenary session.

GROUP 1C

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March 13, 1979
Afternoon

The chairman began by announcing that he intended to play a more directive role this session. He suggested that the group should spend 1) no more than ten minutes discussing the bus tours, 2) should then turn to a few questions on conference housekeeping and 3) should return to discussion of the bus tour if there were time and interest.

Wayne Otto and Jack Crabtree were introduced as new resource people.

The question was asked about whether the Doolittle school was as lock step as it appeared? Herbert Lehman responded with a brief history of the school and its development which squared with the history told by Mr. Miller when my group visited Doolittle.

One group member expressed dislike for the condescending manner of one of the teachers toward her students. It had to do with the teacher calling her students "girls". One of the ladies in the group said that women often refer to each other as girls; another lady stated bluntly that the teacher's tone of voice did not suggest that she was using this convention at the time of the incident.

There was inquiry into the role of the employment service in Illinois and other states vis-a-vis AHE students. Illinois presented a varied picture, we were told, with large differences between upstate and Cook County as compared to downstate.

Nine or ten people indicated an interest in having coffee at Griffith's home on Saturday.

Conference evaluation was mentioned. There was some confusion about what questions would be asked and by whom the questions would be asked. The recorder volunteered to clarify the matter at the next session.

The question of the Friday and Saturday schedules was raised and the group decided to meet as scheduled. Someone in the group asked Rancier if he was still planning to describe his program planning process as applied to the Canadian program on Sunday. He said he was if there was any interest.

The Chairman outlined the following questions for the group:

1) Should additional training programs be developed for full-time paraprofessionals, part-time professionals, day school teachers or AHE teachers? If there should be additional training then what kind of training should it be? Non-credit, undergraduate credit, graduate credit?

2) Is there adequate research available on AHE and do we wish to base our decisions on this research?

3) If further research is necessary, on what should the research be focused?

4) What information exists on AHE and how can the information be best disseminated?

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The criteria suggested were general resources with which everyone setting up ABE teacher training programs should be acquainted.

Someone raised the question of whether or not the group or perhaps the whole conference ought to produce a bibliography of useful documents.

We decided to meet tomorrow on March 31 at 9:00 a.m.

Meeting adjourned.

DRAFT 2C

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March 27, 1981

The group briefly discussed the evaluation.

The chairman again posed four questions:

1. Should additional training programs be instituted? If so, for whom and what kind?

2. Is there adequate research in ABE? If not, what are the pertinent questions?

3. How is information now disseminated and how could this be improved?

4. Are there the questions that should be asked?

Someone suggested that the current conference was fine for people who were experienced in ABE but that a conference was needed for those who were brand new in the field. He felt that the spread of experience at this conference was too wide. Perhaps a subgroup of newcomers would have been useful at this conference. Newcomers need to know simple things, such as how to work with the state director; they need to catch up with the oldtimers.

Someone else suggested that, if this was a problem, the newcomers should arrange to talk with the oldtimers. However, this person felt that the gap between the two groups was not as wide as all that.

The question was asked: is this conference research oriented or program oriented? When you go home what are you going to do?

One person suggested that there was a great need for full-time teachers and that, although ultimately he would want a specialized degree program in ABE, at present he was willing to retrain degree holders for ABE work.

It is difficult to professionalize ABE because adult education is still not a profession. We need to do some research on what is necessary to train staffs for ABE programs.

Another person then gave the following speech:

We seem to take the easy way out by saying state we don't know everything we don't know anything. Some things we have done work. If we want to train for ABE there are four broad areas of knowledge:

1. We should include an introduction to the characteristics of the adult learner especially the disadvantaged adult learner. This component would be psychologically based.

2. Instruction in the standard methods as they can be applied to adults should also be included.

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3. We should include an introduction to the history and philosophy of [illegible] education. This would be done by [illegible] people and [illegible] an adult educator or a student.

4. We should include some information on more permanent [illegible] adult education community so new teachers will have an [illegible].

Another group member was asked what he would do or what he had done to train his staff members. He continued his statement by saying he was biased in favor of process learning. He said he would put the greatest emphasis on sensitivity to the students' needs. He knew very little about what he was individually and was no more critical [illegible] workshops of people who are considered to model by [illegible] information. He also went on [illegible] the importance of [illegible] in planning workshops. He should ask them what should be included. Teachers would be [illegible] through practical experiences in the classroom. Lectures and textbooks are not the answer. If we are looking for a program of teacher training, we are going to fail. What we need is a sound plan and then we need to develop that plan through involvement of the teachers being trained in their own program. In order to develop this training, we are now conducting [illegible] the teachers' practical experiences. In this way we are also [illegible].

Perhaps what we need to meet the immediate needs of ABE are institutes which are held all summer to make them more accessible to more people.

Prison institutes are only designed to reach new clientele. What about people other than public school teachers such as persons teaching in prisons or ESEA teachers?

How can schools go in mandatory training?

ETV training is too busy. What we need to teach is "knowledge of the other guy."

Should we include previous teaching?

Yes, as part of the methodology section.

Are there a difference between our two programs models?

Yes, the second suggested that we involve our clientele in planning but then we work from our local experiences.

The first model presented objectively. My experience began teaching three ago with the E.F.A. I do then used to involving students in planning their own programs. However, that was not the case as teachers training teachers training for a professional must with a purpose and a body of knowledge. We must be flexible to the teachers in planning the programs but we should not build programs entirely on what they say. There seems a point at which I need to use my own knowledge.

Then there was actually no disagreement amid the panelists or models too.

Meeting adjourned.

[illegible]

[illegible]

[illegible]

[illegible], 2000
P.M.

The Secretary agreed the Attorney to [illegible] there is [illegible] and responsibility on the [illegible] objectives [illegible] Chicago. The group decided [illegible] to [illegible] to [illegible] [illegible] [illegible] [illegible] [illegible].

The Chairman [illegible] the "Declaration [illegible]."

The Chair [illegible] and [illegible] [illegible] [illegible] [illegible] [illegible] [illegible].

The [illegible] [illegible] [illegible] [illegible] [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[redacted]

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Some of the group members also felt that there was a need for some direct funding to universities for student fellowships and faculty positions if we were to facilitate the development of programs in ABE.

It was also suggested that given the state of programs or single courses that are currently available to teachers in universities, perhaps it would facilitate training and the future development of programs if the state departments of education would provide funds for individuals who are currently involved in teaching ABE. The individuals would be encouraged to take courses at various institutions throughout the state which had courses which appeared to be in some way relevant to ABE. In this way the institutions might be encouraged by the mere fact of student demand and thus begin to offer more related courses. The students also might benefit in their education even if they were not able to be granted a degree on the basis of their work at multiple institutions. In addition to their personal gains in education, the students might also be given incentive by figuring any courses taken in this way into their salary increments based on number of credits they have earned.

Other teaching specialties have been "professionalized" by the input of federal funds given to universities and students. One of these is the special education curriculum now in existence in many universities. The suggestion was made that those interested in professionalizing ABE might look into the process by which special education or some other program had moved into university curricula and attempt to replicate this process for ABE. In terms of funding this process seems to be that the Office of Education provides funds to the states which in turn fund programs at the universities within the various states. The group felt that development of programs for ABE might be greatly facilitated by this approach.

The meeting adjourned rather abruptly.

Group 1C

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March 17, 1969
P.M.

The Chairman brought the group up to date on our progress in answering the five questions. He suggested that we work on question one.

The following is a summary of the discussion and recommendations on question one:

In answer to question one, we do need all types of programs: workshops, institutes, on-going in-service programs, undergraduate and graduate programs. However, there is no need nor is it seen as desirable that any one institution attempt to provide all of these types of training.

In order to implement the development of diversified training programs, it was concluded that the number of Program Directors (formerly University Resource Specialists) be increased especially in regions which cover great geographical distances or have high populations. These new positions might be created on a state by state basis. The persons could be connected to the state universities and might serve as a part time teacher and part time consultant to the programs in the states.

The group felt that the Office of Education may be tending toward the funding of long term credit programs in ABE. If this is so, the group would concur so long as the funds would not be completely cut for other kinds of programs.

The comment was made that ABE should take care not to separate itself from other forms of adult education. Programs of ABE might best be appended as subspecialties to other programs of adult education at the graduate and undergraduate level.

Finally, some of the professors in the group expressed an intent to interject adult education as a concept into general education courses and to attempt to institute practice teaching programs for general education students which would be held in ABE classes as part of their regular teacher training program.

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Group 2A March 10,.1969
Peggy Guerin - Recorder
Ronald Sherron - Chairman
Sister Mooney - Reporter

Mr. Neff entered the group later than most participants in the group. Upon his entry he stopped the round-table introductions that were 2/3 through on the grounds that it was not a legal procedure and not the plan he had in mind. He proceeded to tell us his plan, put it into action and left the group to finish his supper. Upon his return to the group, Mrs. Blum insisted that he also be "interviewed" and introduced to the group whereupon Mrs. Blum interviewed Mr. Neff.

Following the introductions, Mrs. Blum stated the belief that we need experimental programs, approaches to adult education which are exciting, stimulating, challenging. Mentioned Head Start and Upward Bound as two programs beyond the institutionalized programs presently existing. Such a program as Head Start opened the primary grades to outside influence.

Mr. Wasson joined Mrs. Blum in her thinking on creating new programs and stated that that is one reason why he is here: to learn about such programs.

From the general talking that emerged, Mrs. Blum asked to air one major "bitch", i.e.--the wasting of manhours involved in the morning program. She believed that the housekeeping chores could have been compressed into an hour's talk; that many of the points could have been xeroxed and passed out.

There was general agreement to these remarks whereupon Mr. Neff attempted to explain some of the rationale behind the program. From this point on, the "conversation" was a series of attacks on Mr. Neff by Mrs. Blum vocally and by a few others less vocal but nevertheless as strong in their reactions.

At one point the point of electing a chairman and recorder again came up. (Mr. Neff had refused to do this at the beginning of the meeting). Mr. Neff was agreeable to this motion so immediately, without much further conversation, the group members nominated Mr. Sherron as chairman and Sister Mooney as recorder.

Following the elections at 8:25 p.m., Mrs. Blum expressed the wish to discuss Mr. Neff's paper. The rest of the group wished to dismiss. Mr. Neff informed Mrs. Blum that his paper would be distributed whether she

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liked it or not, that she was only a counselor and had no authority. Mr. Neff jumped out of his chair and stalked out of the room whereupon Mr. Sherron called the meeting to an end.

(As I understand it, Mrs. Blue having talked to some of the men who remained in the room, went down to the bar to apologize to Mr. Neff).

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Group 2A March 11, 1969

Mr. Sterren opened the meeting by stating the points brought up at the steering committee luncheon. Four points stated by the group.

1. Group functions clarified: recommendations for future ed programs and evaluations of all papers.
2. Visiting times, conditions set. Still, group could make recommendations.
3. Group decision as to what the final report form should be. Should there be a total evaluation of the conference? The groups would be provided with short instrument, objective questions on paper, which the group would answer as a group.
4. All papers would be revised before publication based on group recommendations.

The point was raised that it would be more beneficial to the group to meet after such presentation. Meet before hearing the resource persons share the papers are there to read beforehand, formulate questions re discussion and later, discuss his reactions to the group presentation.

Another member wanted to push farther back than that. She wanted to know what are the implications for basic adult education given to the person speaking beforehand. It was felt that the resource person had one intention in mind in preparing the paper and then discovered that the participants have another purpose in mind. She believed that the resource person could be more helpful to the groups meeting them in their small groups, that the resource person could then answer the questions more adequately that having questions or remarks from the group beforehand was most beneficial to the speaker.

Some felt that such an approach would demand better preparation from the resource people. Others felt it would give them an opportunity to defend themselves.

A few of the group members felt that this was an excellent opportunity to test the flexibility of the administrators of the conference. A discussion followed about how best to restructure the time schedule to allow more time for reading and preparing as a group for the papers to come on Friday and Saturday.

The Wednesday trips came in for considerable discussions. Some felt that those who had been exposed to this type of trip before should not have to go.

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Dean felt that it should either be mandatory for all or else committed. One person stated that all positions are alike, having seen one, you have seen all. One professor wanted to know what the trip would consist of, what would be visited. He was told in general terms. A vote was taken to see how the trip and why I thought the trip had been planned when the group asked me. Dr. Bell offered no advice or suggestions on the problem at any time during the prolonged discussion.

There was a desire to know how the neighborhood was structured in relation to ABE and just how helpful this trip would be for them in practical terms.

One professor expressed the thought that going as a group would give us something that we would lose if the trip were optional and only some of us went. And after all, it was only a few hours.

A few who came from rural areas were anxious for the experience and said so. Dominic said it would be done through a film and panel.

Ideas for using the trip Wednesday for reading and group meeting came again to the foreground. However, the point of the trip from the standpoint of the black people evolved into heavy discussion. From this point, it was stated that Thursday's trips were less relevant than Wednesday's. (Somebody seemed to recall that Dr. Chrisman had stated in his opening remarks that the trips were organized and set and did the Recorder bring this to his attention.) After a prolonged discussion on the relevance of Thursday's trips, the group voted on Wednesday's trip. The voting was 10-8 in favor of the trip. Some one openly said that they had changed their minds after listening to the discussion and the points raised by those who felt they wanted the trip.

The idea of reading and discussing as a group was still a vital question. Suggestions were made as to how this could be done, having accepted Wednesday's trips and thus "having" that item slot. The suggestions were made to divide the group and the papers but this was an response from the group. At this point Thursday's trips came in for a heavy barrage of criticism.

The point was made by several that they couldn't take in the general session for several reasons: recognized ten late to support with previous questions eager at reports of previous groups or participant.

At 3:30 recognizing that the group wanted time schedule restructuring, I recommended at this time that the chairman take our recommendations to the

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[illegible] activity sometimes used to, [illegible] but that, due [illegible] existing [illegible] studies, the group executive [illegible] the activity [illegible] and second that alternative [illegible] to. However still [illegible] and [illegible] questions to [illegible] the point at [illegible]. The group [illegible] not [illegible] [illegible] the [illegible] activities at this time and [illegible] these questions before [illegible] to operationally, without waiting for the [illegible] to any earlier [illegible].

The three questions [illegible] were:

1. [illegible] routinely develop economic research [illegible] that would be [illegible] to NIH?
2. What questions should be asked of the departments of [illegible] and private [illegible] to [illegible] them to add and then utilize their [illegible] in [illegible] with economic, national and [illegible]?
3. How [illegible] [illegible] [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

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[illegible]

[illegible] March 31, 2020

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Group 2D March 13, 1969

There was no discussion of the field trips conducted today.

Discussion centered on proceedural problems with a high degree of frustration expressed by all group members. They questions centered around the following:

When are we going to discuss teacher training?
Why don't we have more time in our work groups?
Must we discuss the institutionalized questions or what we have on our minds?

The group then developed the following outline for what they considered to be the task before us.

1. What is ABE?
2. What personnel must be trained?
3. What is required by way of training?
4. Do we have an adequate fund of knowledge to do the training?
5. If not, what research is required?

Discussion of Collard's definition of Basic Education was the starting point of the thinking.

"Basic education is the training and development that makes it possible for a person to survive legally in a technological society.?

It was decided to break up into task forces to get the work done and to call extra meetings for the group.

Group 2D BEST COPY AVAILABLE March 14, 1969

The group divided, with seven numbers working on the narrower question of training personnel, while the remainder of the group decided to work through the broader questions.

Two more questions were added to the five areas for discussion decided on yesterday.

6. What criteria should govern the allocation of men, money and material for research?
7. How should research dissemination be improved?

Henry Scharles also developed a model to help the group to focus on particular areas for discussion. (See attached sheet)

Another model to help the group look at personnel more analytically was also produced. (See attached sheet)

The group addressed itself first to defining ABE. The discussion bogged down on attempting to define the concept; either becoming too broad to operationalize or becoming a narrow definition of computational and communication skills.

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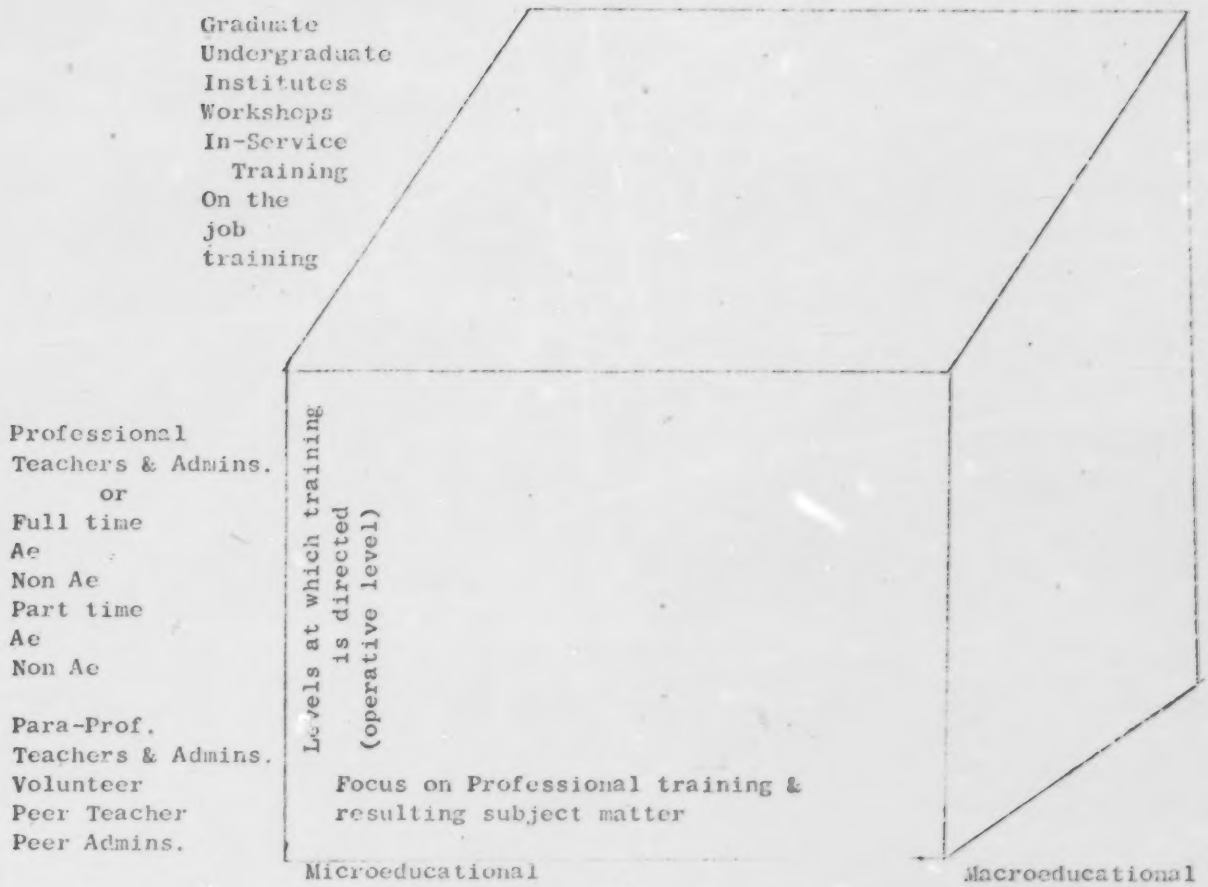
Three dimensional matrix for the analysis and development of adult basic education teacher training programs:

(Subgroup of Group 2D)



Individual's tools, learning theory
Institution: Administration & Initiation
Community: Community mobilization, motivation, organization
Nation: Philosophy, history, Economics, politics
World: Same as nation but international focus

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PARA-PROFESSIONAL		PROFESSIONAL			
Part-time	Full-time	Part-time	Full-time		
			TEACHER	Administrator	COUNSELOR
			Graduate Programs Undergraduate Programs Institutes Workshops Short Courses & Seminar	Graduate Programs Institutes Workshops Short Courses & Seminars	Graduate Programs Undergrad. Programs Institutes Workshops Short Courses & Seminar
		Graduate Programs Undergraduate Programs Institutes Workshops		Graduate Programs Undergrad. courses Institutes Workshops	Graduate Programs Undergrad. Programs Institutes Workshops
Workshops Institutes O-J-Training Assoc. of Arts Program	Undergrad. Programs Workshops Institutes O-J-Training Short Courses & Seminars				
				Undergrad. Programs Workshops Institutes O-J-Training Short Courses & Seminars	Undergrad. Programs Workshops Institutes O-J-Training Short Courses & Seminars
Workshops Institutes O-J-Training Assoc. of Arts Program					
				Workshops Institutes O-J-Training Assoc. of Arts Program	Workshops Institutes O-J-Training Assoc. of Arts Program

Group 2D

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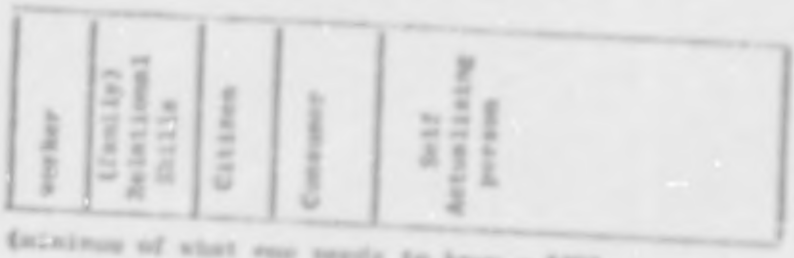
March 11, 1989

The entire group met for this session. A report was given by the task force to the larger group.

The discussion then turned to the ABE definition again.



(minimum of what one needs to know - ABE)

After much discussion the group accepted two definitions.

1. The guideline definition. Communication and calculation skills as defined by or equivalent to an 8th grade education.
(The consensus of the group was that this should be 12th grade instead of 8th grade)

2. The Collard definition. Those skills (consumer skills, health, competency, civic and community knowledge) necessary to survive legally in a technological society.

Henry Schurles then showed how all these models related to his investment-consumer economic model discussed in his presentation. He also discussed what was being done in basic literacy in other countries and pointed out the need for comparative studies.

It was suggested that the commitment to adult literacy was higher in other countries than in the U.S. The competitiveness of self interested institutions was considered a factor in the U.S.

We then moved on to the idea of how ABE could be defined in behavioral terms. No decision was made on this point.

It was pointed out that the school bureaucracy was a negative factor of ABE. It was felt that Congress limited the definitions of ABE to functional

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[illegible] as being below 6th grade level, in order to [illegible] people to work with the [illegible] poor.

It was generally felt that having many organizations competing for ABE students, in one way would be good to overcome bureaucratic inertia. The idea of a school as a decentralized organization and CBO as a wild organization (brilliant) was projected as a way of overcoming the various roles of institutions input.

Group III

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March 14, 1969

A short discussion of Dr. Eagle's [illegible] material [illegible]
The supportive evidence for his conclusions were summarized by Dr. [illegible].

There then followed some discussion as to how the report would be [illegible]
to the larger group tomorrow.

The remaining time was given over to the discussions of personnel,
especially the paraprofessionals.

1. Do administrators diffinent than supervisors? If so, how are these
people trained? Instructional leadership as arrangement function was
touched on by the group. A discussion that ensued regarding whether
teachers should be made aware of ESS and the skills required by such a
program.

2. Should administrators and teachers be trained together? Not much
discussion here.

The group then got into a discussion of whether we should be dealing with
specifics or more general ideas. The impression was that we should look
as a practical sequential model which could be adjusted as new ingredi-
ents in test could be used as a guideline., even though the field testing is
a great deal of information.

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Steering Committee Minutes

March 17

2D Kleis

Put field in perspective
Should have communicated what workshop is not Workshop characterized by order.

1C Esarey

Will change national ABE teacher training.
Criticized heavy schedule, minority's goals not met.

1A Adair

Thought special projects should have been mentioned more and other research currently underway in nation.

Guidelines for Group Reports

On Tuesday morning, March 18, the reporters from each of the five groups will be expected to make oral reports to the entire Workshop reflecting the conclusions and recommendations of their respective discussion groups on the following matters:

1. Should additional training programs be developed for the preparation of (a) paraprofessionals, (b) part-time professionals, and (c) full time teachers in adult basic education. How many?

   If additional programs should be established, should they be (a) short term workshops, (b) college credit courses, (c) undergraduate degree programs, (d) graduate degree programs.

2. Is there adequate research available relevant to the training of teachers in adult basic education so that programs can be developed on the basis of tested knowledge, or must the majority of teacher training be based on judgments drawn from experience and intuition or logically derived from data describing the target population for adult basic education?

3. What are the most important questions requiring research if adult basic education teacher training programs are to be made most effective? It may be desirable to draw up a list of research questions in order of their perceived importance in improving the effectiveness of adult basic education. If the groups wish, they may recommend that the Office of Education use certain specified criteria in assessing the research proposals submitted in adult basic education.

4. How adequate is the present system for the dissemination of research findings in adult basic education? If the present system is judged to be inadequate, what specific practical recommendations would you suggest for improving the system?

5. Each group should feel free to comment on any of the papers read at the Workshop, any part of the Workshop design and execution and any other matters which the group members may wish to bring to the entire Workshop membership.

Please be certain to include the reasons or the data the group would use to support whatever conclusions or recommendations are reported.

Group reports should be submitted in writing. Oral delivery should be planned not to exceed thirty (30) minutes per group.

Group Report

1A - Luther Black
Reporter

The five (5) guideline questions plus recommendations and priorities serve as a basis for this report.

1. Additional training programs should be established in all levels--from para-professionals to doctoral programs and both formal and informal pre-service and graduate.

2. Research in teaching training is relatively limited; however, due to the rapid change in knowledge of our modern age previous research may be considered invalid. Current research is needed to up-grade the teacher-training curriculum. It is the expressed judgment of the group that the institutions draw from available research and from recent experience as they relate to ABE teacher programs and regular in-service programs.

3. Research findings are often difficult to obtain because there is no definite agency charged with the responsibility of gathering findings, abstracting pertinent information, and digesting it for the field. It is understood that the bases for dissemination of information are harnessed in ERIC, USOE, and NAPSAE.

UNIVERSITY OF CHICAGO
WORKSHOP TO INCREASE AND TO IMPROVE UNIVERSITY TEACHER
TRAINING PROGRAMS IN ADULT BASIC EDUCATION
CHICAGO, ILLINOIS
March 9-18, 1969

GROUP 1A

Chairman - J. B. Adair
Reporter - L. Black
Recorder - K. Reagle

Questions-Recommendations for Future Research

A. The Adult As An Individual and a Learner

What are the personal factors that if adjusted lead to changed student behavior? (Health, attitudes, interests, etc.)

What individual characteristics of the adult have the greatest relationship to self-motivation to learn?

What individual characteristics can be adjusted so that the desire to learn becomes more positive?

B. The Adult Response to Social and Cultural Phenomena

What factors in the environment of the disadvantaged have the greatest positive and/or negative affect on motivation to learn, to seek employment, etc.?

What are the affects of different types of aid programs on the self-image the disadvantaged adult has of himself as a learner?

What is the nature and extent and outcomes of non-verbal communication between teacher and students?

C. The Adult Education - Enterprise

What are the most effective means of (a) recruiting adults in an ABE program? (b) organizing programs? teaching?

What types of ABE programs with (1) employed? (2) employment-seeking? and (3) other adults? Show the most satisfactory outcomes for (a) employer in job performance (b) society in the development of literacy? (c) the individual in self-pride?

D. What are the characteristics of educational programs that elicit the most positive attitudes toward acceptance of continued learning?

What personal, social, and professional factors influenced the effectiveness of teachers, teachers-trainers, and volunteer leaders in ABE?

What resources does the ABE teacher need in order to effectively translate for her use the concepts from other disciplines and fields of study?

Where are the potential ABE students and to what extent are their needs being served?

Recommendations and Priorities

* 1. provide corporations with dissemination system(s) in ERIC through a funding project.

* 2. establish an ERIC system for listing dissertations and studies.

* 3. develop responsibility for inter-agency publication with USOE and ERIC.

4. strengthen the field in terms of input into collection, storage and retrieval system.

5. study the possibility of establishing a National Adult Basic Education year book.

* 6. the impact of the sixteen (16) and seventeen (17) year old should be studied and information made available.

7. the 1970 census should be a priority research study.

8. a definite position be established for the para-professional, i.e.,

(a) the role they are to play in the instructional process,

(b) the minimum and maximum educational gains developed prior to participation.

9. research the most effective means of (a) recruiting adults, (b) organizing programs, and (c) teaching.

10. determine the types of ABE programs involved employed, employment seeking and other adults which show the most satisfactory outcome for the employer (job performance), society (development of literacy) and the individual (self pride).

11. research on the personal, social and professional factors influencing the effectiveness of teachers, teacher-trainers and volunteer leaders in ABE.

12. future workshops receive the following recommendations:

(a) contents of program should be related only to ABE problems, etc.

(b) use of resource persons directly involved with ABE programs to disseminate first hand information rather than gathered data being the primary source of information presented.

Conclusion

We feel that the Workshop Conference these ten (10) days has made a tremendous step in bringing together the various levels of higher education into a full unity. This has not been the objective nor accomplishment of previous workshops. The articulation and inter-action of this heterogeneous group will, we feel, serve to thrust the cause of ABE teacher preparation in our colleges and universities. Why I recommend continued workshops of this nature.

Chairman's Report
3B - William Anthony

I. Training Programs

1. Continue Offering:
   a. College credit course - on and off campus. For part-time adult educator and undergraduates.
   b. Conducte courses and degrees for Dro's.

2. No emphasis on undergrad degree programs until Adult Ed. (GE) becomes a full time job for more people. (Demonstration)

3. Short term workshops should be continued.

II. Training Research

There exists enough research about teaching training in general but not enough about the teacher training for ABE.

At the present state of the art most training must be done by guess and by God. And some directors are guessers and never talk to their God.

III. Research Needed

Attitudes

1. Factors involved in change.
2. Behavioral changes that might be expected from attitude changes.
3. Delineation between symptoms and actual change.
4. Perception of student attitudes as interpreted by ABE personnel.
5. Characteristics for a good ABE teacher.

Sensitivity Training

1. Follow up studies to indicate the effectiveness of sensitivity training for ABE teachers.

2. Studies to indicate the effectiveness of sensitivity training of ABE students to enhance self-image and self motivation, motivation to learn.

3. Methods of sensitizing ABE teachers to student needs.

Motivation

1. Motivating ABE students.

Testing

1. How to test for achievement and diagnosis in each subject area of ABE concentration.

2. How to discover the most effective learning method for ABE students.

[illegible]

1. [illegible] is other areas this ending - such as computational skills, family life education, etc.

[illegible]

1. What kind of classroom environment physical and psychological will most effectively enhance the learning process.

[illegible]

The present system is inadequate, for the purposes of improving the system we recommend that the U.S. Office take immediate action.

We suggest an immediate conference with all agencies concerned with the dissemination of information about ESE or related research. Suggested participants include ESEA and EEA, ESS, U.S. and Environment Engineers [illegible] and others.

1. Grants
2. Experiment
3. Buildings & Supplies
4. Done right & for vision

The adult basic education programs has written to well. It is an institution supplying only one thing - the American birthright - opportunity. Throughout America people have recognized that the education of adults is closely allied with efficient business, good government and with an effective community.

Nothing other than this massive effort can build the window [illegible] to the preservation and strengthening of our society. This is a great task because [illegible] the attainment of broad human liberty, which should not only be in the 70's but in understanding the human condition, recognizing the humanness of every man, and the beauty of man and nature. It has become increasingly important that men learn how to live together. Cooperation within is at the very soul of the democratic process, and cooperation involves the intelligent use of knowledge and skills in social fields, in economic life and family relations.

It is important the learning in ESE should make a significant difference in a person and in his behavior.

Change must become the central aim and element of ESE. It is important if we are to have a self-renewing society that this element be one of [illegible] change, of fluidity, not changes from one static state to another. It must be a process of continual constructive turmoil. What is well-known, and well directed for the individual, group or society.

We believe all individuals have within themselves a capacity for [illegible] and growing in a socialized and self-fulfilling direction provided [illegible] can be exposed to a growth promoting climate of personal relationships, a climate of realness, caring, and empathic understanding.

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제시 1-17 : 자료해석

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plying. Added to these may be skills specific to science, home management, (family life), social relationships, such as those needed for citizenship or human relations situations.

The general areas of teacher skills should include the following:

1. Finding and devising a suitable curriculum.
2. Use of procedures for fitting instruction to the background of of the individuals.
3. Budgeting time in the schedule to work on curriculum development.
4. Making use of approaches to the diagnosis of strengths and to the prescription of instruction.

Understandings from research and experience needed by the ABE reading teacher are:

1. Work experience and the learning of manipulative skills can provide exciting motivation for learning language and computational skills. A student in reading a manual in order to fix a motor or a cook book in order to cook a meal is more likely to do the reading voluntarily appreciate the "uses" of reading, and acquire "life skills" in the process. A reading teacher in ABE classes is a "life skills educator" concentrating on "job language." This means the "area of interests" approach to reaching students with reading content and skills gives a basis for extrinsic motivation in learning the reading skills as "life skills" or tools.
2. The first division of our model will center the reading skills around special needs of the adult learner:

(1) Since adults may be less acute than younger learners in the senses of sight and hearing, visual and auditory screening instruments are needed for adults. Therefore, the teacher should be able to establish minimum levels required to respond to regular instruction, develop adapted programs for adults with visual and/or auditory defects that can not be completely corrected.

(2) Since adult learners are usually slower than young learners in the learning process, the teacher should establish guidelines for realistic pacing of instruction and level of content required.

(3) Since the adult learner is usually less flexible, the teacher should devise instructional programs that strike a balance between structure and self direction.

(4) Since the adult learners are likely to be more self conscious, apprehensive, and feel more anxiety, the teacher should make initial placements in reading at a comfortable level for success and positive feedback should be used to reinforce success experiences in learning to read. Materials of reading should be on a high adult interest level but low reading difficulty level (usually to 2 1/2 years behind level attained in school).

(5) Since adults are usually more pragmatic, have specific goals and needs which are immediate and concrete, the teacher should determine interests and appropriate materials and learning experiences

Then establish motivational techniques which will not push to anxiety; and assist the adult in developing study skills necessary as the content requires and provide for application to useful situations, such as on the job, in the home or in personal relationships which are meaningful to the adult. Thereby making transfer of learning natural.

(6) Since adults have usually had a wider range of experiences than younger learners, the teacher should develop check lists along with other techniques that will permit optimum use of prior experiences; develop adult materials which capitalize on the experience base; establish guidelines in development of materials based on experience.

3. The second division of the model focuses on the Sequence of Reading Skills for Adults:

(1) The teacher should understand and be able to apply an acceptable sequence of reading skills, such as word recognition, comprehension, study skills, self-directed reading, interpretive reading and creative reading to learning situations for adults.

(2) The task of adapting this sequence will include such teaching skills as:

(a) Developing assessment instruments at an adult interest level.
(b) Identify gaps in the individual adults skill development.
(c) Systematically organize materials and techniques specifically with the adult needs in mind.

(3) This should provide the teacher information necessary to:
(a) establish a students beginning level of skill development.
(b) make subsequent checks on his skill development.
(c) focus attention upon specific instructional needs in terms of specific skills.

Methods and Materials

It may be encouraging that, except for those emanating from vested interests, statements about methods and materials for ABE tend to be of a less authoritative nature than they were a few years ago. A willingness to question claims, assertions, etc., and to demand evidence in the form of research findings and tested knowledge is a sign of increased maturity in the field.

This is not to say that there are no guidelines for the choide of methods and materials. There are such guidelines and there is some understanding of the competencies desirable for the ABE teacher.

Materials

Teacher-Produced Materials:

There is now, and it is thought that there will continue to be, need for teacher-produced materials for instruction. Such materials should be of high quality and should be (as they usually are) specifically related

to the needs of students who will use them. The report of the Basic Education Program, Detroit, 1967, as reported by Otto (p. 7) concludes that "teacher-developed materials--can meet immediate needs better than published materials."

Teacher-made materials often are needed to adapt commercially prepared materials.

Some subjective observations suggest that making instructional materials encourages innovative practices. (Perhaps this is a topic for research).

Commercial-Prepared Materials:

There appears to be an abundance of commercially-prepared instructional materials and systems. Though they may be expected to be of unequal quality, no evidence seems to be available as to which are most effective. The limited research in this area indicates no significant difference among several kinds of materials or systems. (Greenleigh study and Steuart paper, p. 7).

"High-interest, low-reading, level supplementary reading materials are needed." (Otto, p. 25).

Instructional reading materials should be meaningful to the ABE student. (Brown, entire paper). It seems logical that the same thing should be true in other areas of instruction.

Methods

There are a variety of educational methods and techniques for use with adults, e.g. lecture, discussion, questioning, demonstration, laboratory. The choice of technique or method depends largely upon the purpose of the learning, activity, e.g. information giving, problem solving, clarification. In general, the use of a variety of methods is thought to be preferable to dependence upon a single method. Standard methods very often must be adapted to the experiences and needs of students.

The teaching of reading, although traditionally concerned with children, has developed a body of knowledge including methodology. The adaptations of the methods to the teaching of adults has received considerable attention and some tested knowledge is available. Of special concern in some areas is the teaching of English as a second language. (Mangano paper).

The attention given to the teaching of reading needs to be expanded to other communications skills, as well as to teaching in other areas, such as mathematics.

Increased attention has been called to the individualizing of instructions and to the involvement of students in the planning of their educational programs. These will call for new or adapted methods (Ast, Mangano).

The use of programmed instruction, with or without hardware are beginning to form significant aspects of instruction. Teachers must understand and be able to select, adapt, and use programmed materials if they are appropriate.

Computer assisted instruction will call for new or adapted methods.

Group Report
1C - Anthony Pacelli, Reporter

QUESTION ONE

The concensus of Group 1C can be summarized, at least for Question One, quite simply. We do need all types of programs: workshops, institutes ongoing in-service programs, undergraduate, and graduate programs. However, the group sees no need nor would it recommend that any one institution attempt to provide all of these types of programs.

In order to implement the development of diversified training programs, it was decided that the number of Program Directors (formerly called University Resource Specialists) be increased especially in regions which encompass large geographical areas or regions which have high populations. These new positions might be created on a state-by-state basis. The expanded numbers of Program Directors could be connected to the state universities and might serve as a part-time teacher and a part-time consultant to the programs in the states.

The group detected what it concluded to be a trend or tendency on the part of the Office of Education to fund long-term credit programs for the training of ABE personnel. The group would not object to such funding providing that funds for other types of programs would not be subsequently stopped entirely.

As a result of the discussion of funding by the Office of Education, one of the group members took the time to draw up a scheme of how the Office of Education might revise its funding procedures. This scheme is shown as an attachment.

In discussing how the universities might become involved in ABE training, the comment was made that persons involved in ABE should take care not to separate ABE as a field of study and work from other kinds of adult education. The suggestion was made that programs of ABE training might best be appended as subspecialties to other programs of adult education at the graduate and undergraduate level.

Finally, some of the professors in the group expressed an intent to interject adult education as a curricular unit into general education courses and to attempt to institute practice teaching in ABE classrooms as part of the practicum for all students who are being trained as teachers. This was seen as one immediate means of broadening education students' awareness of ABE as a work opportunity and as a means of at least initially introducing students to the problem of working with adults.

QUESTION TWO

The group did not feel that there was adequate research available relevant to the training of teachers in Adult Basic Education. However, it was generally agreed that many aspects of the programs have been recognized through experience as meaningful, necessary, and successful. This is not to say that research

should be eliminated in those areas in an effort to improve them. Rather, the group felt that one should not completely disregard all experience-based judgments as being unsound practices on the basis that there is no tested knowledge supporting them.

QUESTION THREE

Group 3C raised many questions requiring research if Adult Basic Education teacher training programs are to be made most effective. These questions have been categorically divided under four major headings with numerous areas of specific interest in each.

A. The first area involves major research dealing with the motivation, retention, and learning rate of ABE students. Several specific areas of interest dealing with this major topic are as follows:

1. Research on the effect of the use of student stipends on student retention and performance.
2. Do formal goals as established by the program impinge upon the student's performance.
3. The importance of the academic program of ABE in insuring success of pre-vocational or vocational programs.
4. The effect of the physical setting of ABE classes.
5. The uses of educational T.V. for ABE instruction.
6. The differences found in the effectiveness of various ABE materials with ethnic groups in certain geographic areas and their ineffectiveness with other ethnic groups.
7. The relation of retention, motivation, and learning rate in regard to ethnic groups, age, geographical location, economic status, etc.
8. The qualities of and techniques employed by those ABE teachers with a high student retention rate.
9. The effectiveness of the learning lab or center as compared to other facilities and methods (for ethnic groups and geographical locations, rural and metropolitan areas).
10. The effectiveness of guidance and counseling services as offered by the ABE program.

B. The second major area of needed research concerned defining the role, characteristics, and/or qualities possessed or implemented by the successful Adult Basic Education teacher. Studies or research related to this area are as follows:

1. The role of an instructor, counselor, or laboratory aide within the context of a learning center.
2. The definition and characteristics of teacher empathy and how it may be developed.
3. Teacher recruitment and selection.
4. The predictability of the success of ABE teaching in comparison with other levels of teaching.

Question Three, Contd.....

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5. The career line or the lack of it for ABE teachers.
6. The background and employment longevity of ABE teachers. (Where does the ABE teacher come from? How long does he stay? and where does he go if he does not stay in Adult Basic Education?)
7. The effectiveness of the use of paraprofessionals in ABE in what capacity and in what situations.

C. The general image, role and definition of exactly what the Adult Basic Education program is was regarded as the third area of needed research. Specific areas of concern in relation to this were:

1. Research to contrast the "walk-in" student with the recruited student.
2. Research on rural poverty and rural educational deficiencies.
3. Research in the social science disciplines which is pertinent to ABE or may be modified for ABE.
4. Research regarding the role of ABE in the rehabilitation of persons in corrective institutions and in society at large.
5. Research on testing instruments to determine their strengths and weaknesses in the hope of developing an acceptable measurement technique.
6. Research to indicate whether or not ABE problems vary greatly with regional differences across the country.
7. Research on the development of teaching specialties for ABE such as special education has done (i.e., ABE for deaf, blind, handicapped, etc.).
8. Research on how jobs can be articulated into a career line within ABE.
9. Research regarding the function of outreach persons in terms of recruitment of students and their retention.

D. The last major topic deals specifically with analyzing the teacher training programs in existence. The subareas of this concern were:

1. The effect of funding teaching positions in universities and financing fellowships for other teaching specialties (with the possible use of this as a model for ABE professional development).
2. What institutional settings are most effective and for what groups.
3. The effectiveness of micro-teaching as a method of training ABE teachers.
4. The definition of an internship and its comparison with other forms of teacher training.

Question three, cont...

B. The updating of the core curriculum suggested by the Office of Education for teacher training programs.
C. The type of training programs that are most effective in preparing administrators for their service in ABE programs.
D. Need for longitudinal research on the development of teacher trainees in training other teachers in their fields after completion of their curriculum.
E. The development of an effective evaluation technique or guide for use in evaluating ABE programs and teacher training programs.

One criterion is suggested for research in ABE. This is that most of the research questions that are mentioned in this report might be more productive if they were considered in terms of complex configurations of techniques, materials, and formats. Similarly, the complexity of the ABE population might be better attacked by research on specified subsamples of the target population.

<u>Question four</u>

Distribution of information and Research

A. The group felt there was a general lack of an adequate system of distribution of information and research.
B. Workshops and teacher training programs are particularly weak in this area. We recommend that the U. S. Office of Education and state departments of education not fund this type of thing without being sure that an adequate, well-financed system for distribution of information and proceedings is included.
C. It is agreed that ERIC and RIE are at the present time the most effective systems.
D. The U. S. Office of Education should build an improved system for making information and research findings available.
E. Annotated bibliographies were voted by the group as being more helpful than simple bibliographies.
F. In some states it is required that all published reports, policies, and evaluations be filed through the state library system.

Beatrix Wirtner
M.Sc., Wilhelm Steinbeis, Bridgetown

At the first session, since Mr Ash was a participatory organizational method and only knew [illegible] relevant to the assessment he was observing [illegible]. Ultimately, he invited the first group not to discuss the questionnaire designed by the observing committee. The [illegible] and [illegible] suggested Mr Ash's [illegible] would benefit [illegible] of the group to the [illegible] of the questionnaire and the person he should [illegible] Mr Ash, in a brainstorming session the group determined:

a. Who would be defined objectives and deliverables of [illegible]
b. Who would be [illegible] assignment methodology to [illegible] digital [illegible] approaches of [illegible] [illegible] the specialized [illegible] e.g. [illegible]
c. [illegible] of [illegible] to assess [illegible]
d. Who would be responsible [illegible] [illegible] the suggestions [illegible].

The plan which developed from the brainstorming [illegible] was a workshop method [illegible]. [illegible]

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e. Student Placement
   1) additional educational opportunities
   2) initial job or up-graded job

f. Follow-up studies
   1) holding exit interviews
   2) evaluating or gathering information about subsequent student activities on the job or in additional educational programs.

3. In the AE teacher of the role, duties and responsibilities of the counselor and other adult personnel workers within an AE program.

Research

The following are recommended topics for research in the specific area of teacher education for adult basic education. This list suggests a variety of experimental studies and descriptive studies:

1. What are the motivating conditions for people choosing to teach adult basic education classes in the public schools in preference to other types of teaching assignments?

2. What are the effective ways to orient teachers to types of behavior which result in effective interaction between teachers and students of adult basic education?

3. What are effective ways to orient an adult basic education teacher to the target culture?

4. What are effective ways for adults to learn to read?

5. How are various patterns of adult basic education program staffing related to program outcomes?

6. What are effective ways to orient adult basic education teachers about the world of work?

7. What are effective ways to prepare para-professional personnel in adult basic education?

8. What are the cognitive, affective and skill requirements for adult basic education teachers?

9. What is the nature and effectiveness of internships designed for adult basic education?

10. What is the nature and effectiveness of in-service teacher education programs conducted by sponsoring agencies of adult education?

11. What effect does introduction of various procedures for individualizing instruction to meet individual needs of adult basic education students have on the organizational structure of the total adult basic education program?

12. What are effective ways to get adult basic education teachers to use multi-media approaches effectively?

13. Under what kind of circumstances should multi-media be used in adult basic education classes?

14. What are the combinations and sequences of instructional modes and materials that maximize educational outcomes for adult basic education students having selected aptitude patterns?

15. What are the advantages and disadvantages of bi-lingual teachers in English as a second language?

16. What are the characteristics of students participating in adult basic education teacher training programs?

17. What combination of teacher roles and instructional strategies lead to maximal educational outcomes for ABE students?

18. What are the differences in educational outcomes for ABE students who select their own education programs vs. those who are placed by others?

19. What are the inhibiting factors at colleges and universities for implementing teacher training programs in adult basic education?

20. What are the psychological characteristics of adult learners?

21. What combination of instructional materials results in increased permanency of adult basic education outcomes?

22. What are the long-term effects of teacher training institutes and other related input on (a) teacher behavior, and (b) ABE student behavior?

23. What is the best way for teacher education institutions to help teachers to acquire understanding and sensitivities about the real needs of undereducated adult learners?

24. What is the most appropriate mode for teaching ABE students with various aptitude patterns for given educational outcomes?

25. What is the nature and effectiveness of graduate teacher education programs conducted by teacher education institutions?

26. What are effective ways to teach English as a second language?

27. What are the recommended procedures for converting an elementary teacher to an adult basic education teacher?

28. What are the characteristics and problems of students who drop out of adult basic education classes?

29. What are the effective procedures for evaluating in-service and pre-service teacher education programs?

30. Finally, there is a requirement (need?) for evaluation and analysis of existing research which identifies both implications for adult basic education and areas where further information is needed.

Group 2X recommends:

1. That the behavioural objectives of the institute be clearly specified at the beginning;

2. That the expertise of the participants be utilized more effectively;

3. That the interests and sophistication of the participants be considered in grouping;

4. That more time be allowed for smaller group involvement;

5. That a more appropriate system for evaluation be established;

6. That papers include abstracts;

7. That questions for resource people on the content of papers be prepared by small groups assigned to that task;

8. That if participants are to make general recommendations of a professional quality they should be allowed adequate time to do so.

Group 2X commends the conference:

1. For providing an excellent opportunity to meet with others active in ABE;

2. For the practice of having papers available in advance for reading and study;

3. For the excellent quality of papers as valuable resource materials;

4. For the organization and structure of the general meetings and discussions which maximized interaction;

5. Finally, for Dr. Griffith and staff for their hard work and sincere efforts.

Group Report
RE - Jack Parker, reporter

Introductions

After the initial session in which the sole order of business involved getting organized through general discussion and the choosing of chairman and reporter, the group focused its attention on identifying its functions.

After considerable somewhat discursive discussion about various aspects of Adult Basic Education in general, the papers we had read, and the discussions in the general group, an atmosphere of anxiety seemed to develop that was apparently related to feelings of frustration about a lack of focus in our deliberations. A slight'a slump, probably some introspective activity on the part of several members of the group, and some talented cognitive activity by the chairman and one or two other members of the group led to the emergency of several tentative conceptual models which proved to be highly facilitating to the group's work.

The first of these was in the form of a group of questions that, while differing some from the form of the guidelines for reporting that were developed by the Workshop's steering committee, encompass the substantive content of those guidelines. The questions are as follows:

1. What is Adult Basic Education?
2. What personnel does it require?
3. What are the nature and extent of the training needed by these personnel?
4. Is our fund of knowledge adequate to the task of developing the needed training programs?
5. What further research, if any, is needed?
6. What criteria shall govern the allocation of men, money, and materials for our work?
7. How should the research dissemination system be improved?

It can be noted that these questions are sequential and cumulative. The answer to the second depends on how the first is answered, the third on how the second is answered, and so on through the list of seven.

Since the primary mission of the workshop centers on the function of universities in providing training for personnel who will be needed to use adult basic education programs, another conceptual model was suggested to give structure to our thinking about the specific personnel types needed. It is shown on the next page:

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[illegible]

[illegible]

[illegible]

a. [illegible] which would enable a person to behave smoothly in a [illegible].
b. [illegible] which would allow a person to develop interesting insights into [illegible] to improve his interpersonal relations in a [illegible] in a [illegible] society.
c. [illegible] which would enable a person to develop a life style that he could maintain in [illegible] and with [illegible].

The group feels that its views in these areas include at least the following:

a. [illegible] that specifies in the accomplishment of [illegible] and [illegible] which [illegible] to that which is considered adequate for [illegible] the [illegible] course given at [illegible] university.
b. [illegible] orientation that focuses on developing skills in [illegible], [illegible], and participation in [illegible].
c. [illegible] which will contribute to improving the quality of the life style of the [illegible].

[illegible] which it should

The group felt that it could [illegible] which [illegible] participant in order [illegible] programs in society:

a. [illegible]
b. [illegible]
c. [illegible]
d. [illegible]
e. [illegible]

[illegible] [illegible] [illegible] [

STATEMENT ON ABE TEACHER TRAINING NEEDS

Within the cells of the design that is attached are the opportunities for all teacher, administrative, counselor, para-professional and supportive personnel training needs. They are schematicall described below:

Teacher (Core Subjects)	Administrator (Core Subjects)	Counselor (Core Subjects)
Reading	Administration	Counseling
Computational Skills	Supervision	Structure of Society
Consumer Education & Social Skills	Curriculum	(Sociology)
(Subjects of Vital Personal Need)- - - -

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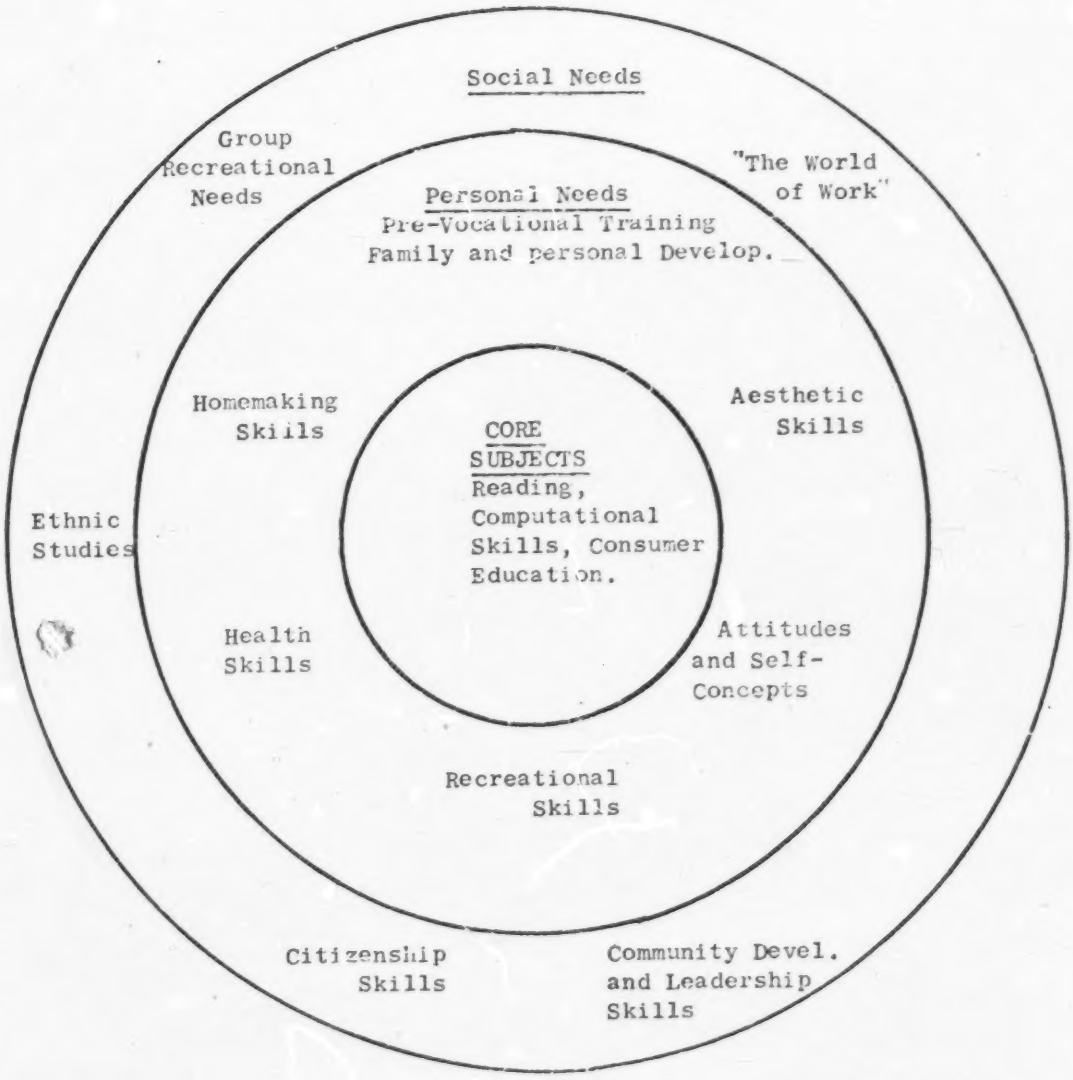
This model will fit the needs of the full time and part-time person both professional and non-professional in that it provides a framework built around the needs as determined by the ABE student curriculum. It does not attempt to develop a structured outline for each area, but suggests such training as is needed to provide the maximum in educational merit to the programs provided for students in ABE.

The model for the student curriculum is attached and closely follows the three levels outlined above.



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REPORT OF THE BLACK CAUCUS TO THE

WORKSHOP TO INCREASE AND IMPROVE UNIVERSITY TEACHER TRAINING PROGRAMS

IN ADULT BASIC EDUCATION.

It is the common belief that increases in teacher training competence hinges on the maximum development of each person involved in the educational process, whether that be on the campus of a university or in the local school district, or within the community. The needs of the millions of racially disadvantaged persons is such that special consideration must be given to the types of teachers trained to work with them, and the needs to increase their inputs into the educational process.

For too long the educational community has been "color blind" and as a consequence has allowed itself to ignore the increasing polarization of color. This must be changed by addressing ourselves to the fact that color has made significant differences in both the development of our students and the development of the teachers who teach them.

Every segment of the educational process must be involved in this reassessment and since this workshop is addressing itself to both the academic community and the United States Office of Education these recommendations are directed to both the world of academia and the world of practical politics. It is our belief that these recommendations are of such prime consideration that they must be addressed before we can speak of relevant teaching, training needs for the over one half of the target population that is black, brown, red and of racially differing background from the dominant majority group.

WE THEREFORE PROPOSE AND RECOMMEND:

1. That teacher training programs be provided in institutions that have special competencies in racial studies, whether these competencies are in having had a large number of such students, or in the development of special programs. This should encourage training programs in colleges that have had a history of training leaders in the communities.

2. That a system be devised for utilizing the black and brown participants of existing teacher training programs in upgrading training programs and staff development. This system should be monitored by both the universities doing the teacher training and the U.S.O.E. in such cases as programs funded under their grants.

3. That there be a greater utilization of consultants of minority racial background in teacher training programs, especially those skilled in identification of minority cultures. This should be in the nature of encouraging the use of such persons from the minority community on the basis of their knowledges, rather than sole reliance on degrees and academic research.

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4. That there be a redefinition of teacher training and the AIE core curriculum to include the study of the self-concepts of minority peoples and the means by which these self-images may be enhanced. There should be a definite requirement in such teacher training grants as are funded by U.S.O.E. that this be a requirement for all such programs so funded.

In light of the four statements in this report;

I MOVE THAT THIS REPORT BE THE BASIS FOR THE CONSIDERATION AND ACCEPTANCE OF ALL REPORTS OF THIS CONFERENCE.

E. M. Easley
3/18/69